

A policy for building

The green book published by the DES this week as a consultative document under the title *A Study of School Buildings* (page 3) attempts to clear the ground for agreement on an agreed strategy on capital spending on primary and secondary schools between now and 1988. The aim is ambitious and eminently worthwhile. It shows that during the gloomy years since the building programme collapsed, the DES architects and buildings branch and their opposite numbers in the Welsh Office have been far from idle. They have been working on a 10 per cent sample survey of all existing schools and a series of design case studies, from which they have calculated the cost of bringing all schools up to what they define as an acceptable standard. The bill comes to £1,500m—a figure which has to be set alongside the paltry £127m available for the primary (and secondary) sector between now and 1987. This figure, which forms for Ministers some priority to aim at, is still a hefty £67m over 10 years.

The suggestions include such sensible proposals as: cut current resources where the deficiencies are most serious; re-disadvantaged areas priority for priority provision; complete secondary reorganization; use the space released by falling rolls to bring existing schools up to standard through a renovation and re-modelling programme; make better educational use of redundant accommodation (especially in the case of temporary buildings) take it out of use altogether.

Education has an excellent case to make out for using the decline in pupil numbers as an opportunity to make a real improvement in the quality of school buildings. But other public services would like to point out that fewer pupils

Sheep and scapegoats

It is ironic that the Baulbury mixed ability project (page 5) a pioneer effort of a school based research—has ended up a psychometric dogma of computerized scattergrams which seems to exclude the voices of teachers severely. But the results get us far as anyone is likely to be judging the outcomes of mixed ability and streamed groups.

The short answer is that mixed ability makes little difference to the academic performance of the first two years of secondary school. Other factors—primary schools, parents, teachers' ability—matter more than the mix of children. It is even more curious that the same kinds of pupils—strong, unassertive ones, ones who are growing and do badly in both systems.

Mixed ability does seem favourable to effect the range of children's friendships and their attitudes to themselves, each other and the school. Here, the mixed ability suits important social aims of comprehensive schools to be borne out by evidence.

It would be nice to think this result might now be generally accepted, and the mixed ability problems and mix of different organizational styles of streaming, banding, setting—that now tend to be arbitrarily divided into two clear camps.

There will soon be much more evidence to fine the discussion. The IMI study of mixed ability should be published early next year. The big NFER project—which is more about producing interim results, based on the views and experience of a great many teachers.

School and work

A report from the Organization of Economic Co-operation and Development, adopted by representatives of member governments in Paris last week, adds yet another voice to those demanding action by governments, education authorities and industry on the transition from education to work. Like similar documents from the Common Market ministers and from the EC Commission it emphasizes the urgent need for coordination of education and employment policies. It goes on to emphasize that unemployment, especially youth unemployment, is rising because of structural changes. But another way of looking at it is that the recession ends there will still be a higher level of unemployment than the developed countries had become used to in the sixties.

The OECD Working Party had no new suggestions to offer, and because their document is written in that special brand of international of European English

End academic dominance

Leu Murray, General Secretary of the TUC issued this statement in response to last weeks leader. "A way through the wood"

Sir,—I am glad that the *Times Educational Supplement* has lifted its voice in the growing call for the establishment of comprehensive education. This call is for a coordinated effort on the part of the education, employment and training services. A coherent strategy for the needs of the whole of the schools. All our young people need in their education an element which is a conscious preparation for working life, including aspects of work experience and on introduction to the basic political and economic issues and language of our industrial society. This means re-shaping the traditional curriculum and reforming the examination system.

Young people from working-class homes must be given financial assistance to remain in full-time education beyond 16. The so-called "end on school" approach, which largely dominates higher education must also be challenged. For it restricts entry to those who succeed in academic trials at school and thus serious obstacles in the way of those whose success is in their work and in serving the community.

The needs of young workers, however, are the centre of the TUC for the next few years. Education and training provision for young workers was a major factor in the Government decision to initiate its small, but important, pilot scheme of national vocational preparation. This initiative has done their best to run the scheme into the ground. Similarly, the TUC's campaign of establishing a national system of industrial training by employers and Government to fund the universal provision has been dashed by opposition of the CBI. The response to the new employment crisis has been more positive and the Manpower Services Commission's imaginative Youth

This was why the TUC initiated the School Industry Project as a means of providing a sound basis for understanding working life—although it needs more resources if it is to begin to bring about the necessary curriculum changes. The TUC is still pressing for the early introduction of the Certificate of Extended Education which would provide an opportunity for 16-year-olds who want to remain in full-time education to gain recognition for their work. I am grateful that the TUC has already given extensive coverage in the TUC's campaign for mandatory educational maintenance allowances.

Unfortunately, the TUC's approach to higher education to make significant provision for unqualified workers has apparently fallen on deaf ears, the universities' vocational market declines as the number of 18-year-olds falls in the 1980s.

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Letters to the Editor

Narrow job training means redundancy

Sir,—Yourish wholeheartedly endorses the TES call for a major public enquiry into provision for the 16 to 19-year-old age group. Such an inquiry is long overdue. It is now 60 years since the 1917 Committee on Juvenile Education called for an overall plan for all those up to and including 18. It is now 14 years since the Newson Report renewed that commitment.

During those 14 years there has been fragmentation, duplication and confusion. We have maintained an entirely false distinction between "education" and "training" which reflects a division of government rather than a division in the real world. Resources have been committed on university students and on the more able, and now the new programme will provide (hopefully) for those at the bottom end of the scale. But for those in between there is precious little. There are policies for "education" or "training", for "social welfare", for "employment" and now for "unemployment". They are controlled and administered through a wide network of agencies—MSE, DISS, etc. Nevertheless, nobody is actually responsible for 16 to 18-year-olds. Until 16 years of age, you are the responsibility of your own parents, from 16 to 18 you are the responsibility of the country unemployed and homeless, you are so one's responsibility.

What is required is a new sense of purpose, a new definition of the whole range of provision for 16-19-year olds. The responsibility for the more effective use in employment of what they describe as "the labour force".

It is, of course, an observation which will be made to this country, that while more young people are spending longer than ever in school, and is not obvious that this has any beneficial economic results. But where an interest in the economics of education blossomed in the early 20 years ago. It looks as if the latter part of the kaleidoscope is bringing this track into vogue.

The embitters teenagers

Sir,—There may be excessive merit in your proposal for a major public enquiry into the education and training of the 16-19 age group.

My fear is that the proposals of the inquiry and its deliberations will give an impetus for everyone to shirk back and the outcome in 1980 or thereabouts. Meanwhile we are leaving thousands of young people unemployed and over-grown leaving school each year before the end of the 1970s.

I cannot agree that the proposals provide a breathing space until the early 1980s. The next year's £200m will be used on training and work experience at the end of those who are in the job situation now. Just as bad, or even worse, shall be faced with many embittered teenagers.

Mr Holland has flatly indicated the views of educationists and the economic boom will mean employment. Instead, he has repeated that the Government may end the full-time employment of 16 to 19.

If we have to move towards a drastic solution, we must act plans now, long before we can start its discussions.

The first essential is to remove unemployment from the long-term problem. The first step is to accept that the UK is possibly should the UK is to get to work. To look after the 16-19 year olds must be the responsibility of the DES and the Manpower Services Commission.

When will the DES take the responsibility for further development of further education and training for the 16-19 age group? It has opened up by the ill-wind of a policy?

PETER HORTON, Chairman, Committee, Association of Metropolitan Authorities.

More letters, pages 16-17

Labour call for ban on corporal punishment

Rate support grant settlement

by Mark Vaughan

The Labour Party wants to abolish corporal punishment in all schools and for all pupils. It wants to ban "immediately" in special schools then in primaries.

On Wednesday the national executive said Mrs Shirley Williams that complete abolition is now official Labour Party policy. It demanded action.

The executive meeting recognized that "parliamentary difficulties" that might delay legislation to abolish all corporal punishment in all schools should come first on the agenda.

Mrs Williams should begin discussions with interested organizations about phasing it out of secondary schools.

In the meantime, it wants all local education authorities to be required to make sure that their schools adhere to a temporary ban on the rules concerning the administration of corporal punishment.

Mrs Williams stated a "mini-debate" on the issue in the summer when she asked for views from 40 schools and advisers. Evidence from all of these is now being digested by Ministers and officials at the Department of Education and Science.

Fewer apply for training

Applications for teacher training courses at colleges and polytechnics are down by more than one third compared with this time last year.

Although some drop was expected in view of the reduction of places by more than 20 per cent, the figure is causing concern among teacher educationists.

The total number of applications received so far is 7,219, 6,077 men and 1,142 women, compared with a total of 10,843 last year.

Next October there will be 9,450 teacher education places outside the universities, including one-year specialist courses mounted at the Government's request. This year there are 12,000.

The applications for postgraduate teacher education courses are judged to be 10 per cent behind the equivalent figure for last year, in line with a 10 per cent drop in the number of places available.

Very worrying is the decrease in those wanting to teach mathematics and physics—THS

Minister warns Tory council

Mrs Shirley Williams, the Education Secretary, is threatening to take Buckinghamshire County Council to court over their delay in introducing comprehensive schools.

She has warned Mr J. T. Ireland, Conservative MP for the county, to revoke the law if there is any further hold up.

Mrs Williams said in her letter to the Education Committee that she recommended any acceptable proposal by the council to the Secretary of State.

The Association of Metropolitan Authorities criticized the Government for making changes in the distribution formula which, it said, would divert money away from areas of "proven social need".

Mr Robert Cook, general secretary of the National Association of Head Teachers, said his greatest fear was that the Le. As would not spend the money in the way specified by the Government. Mrs Williams's phrase "if local authorities so choose" was most important and very revealing.

"It is yet another reminder that the Government has given the power to the local authorities to make their own decisions, and we are apprehensive that Mrs Williams's good intentions will not be put into operation by the local authorities."

Mr Fred Jarvis, general secretary of the NUT, said the Government's decision to adhere to cash limits on a "stringent" local government services. It had not yet taken steps to ensure that its intentions over education expenditure were carried out by the Le. As.

"It will not be enough for the Secretary of State to tell the Le. As to take over the helm. They must not again rock the boat by directing money properly allocated by the Government for specific educational purposes to other uses."

Cash deal opens up 7,600 more jobs

by Stephen Cohen

An extra 7,600 teaching jobs will be created and 3,700 jobs saved in unit costs as school numbers fall. To ensure that they could the money allocated by central Government for education.

Mrs Shirley Williams, Education Secretary, said last week that the provision for education in the rate support grant settlement should make it possible, "if local authorities so choose", for a small increase to be made in spending.

Education would be "put back on a course" which contributes £7,610m towards local authority total spending of more than £5 per cent of local authority current expenditure.

The settlement would allow local authorities to preserve staffing standards in schools, increase industrial service training for teachers, help the young unemployed and re-expand nursery education.

The specific measures which Mrs Williams wants local authorities to implement are:

- Employ 1,000 more teachers in schools, in deprived areas.
- Introduce induction schemes by hiring 1,700 more staff to give probationers a reduced work load.
- Expand in-service training by employing an extra 1,900 teachers to allow staff to attend courses.
- Admit children to nursery classes and schools again. This will be worth £3m, she said. There will also be extra money under the Urban Aid initiatives in inner city areas.
- Increase spending on books, material and non-teaching staff.

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Although the prospect of extra teaching posts is welcome, teacher unions and local authority associations are critical in Mrs Williams and the Government.

A spokesman for the National Union of Teachers said the settlement was still based on a policy of increasing public expenditure. The improvement in the rate support grant would reduce teacher unemployment "now running at over 20,000".

The Association of County Councils criticised it as a "London settlement" and complained of bias towards urban authorities. Mr Gordon Cummings, education officer for the Association, said that the settlement would benefit from the extra teachers "if we could afford to hire them."

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Peter D. Pinfrey

This book explains the most important concepts on which reading tests and assessment procedures are based. It looks first at some fundamental definitions, and the purposes of testing, and the factors involved in selecting the appropriate test. It then goes on to list and advise on the major sources of reading tests, and to examine the principles of test administration. The last two chapters deal with the nature and interpretation of reading test scores and profiles.

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Peter D. Pinfrey

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There is some comfort for the education service in the rate support grant for 1978-79.

The settlement reflects work done during the past year to reduce expenditure, particularly in the high of falling rolls. Before spending on schools was treated almost entirely as pupil-related, so that if the number of pupils declined, fewer teachers were needed and expenditure on teaching materials less without reducing standards.

Experience has shown that this was not reduction in education expenditure but had undesirable effects. Most primary schools have had to lose teachers and this has led to more mixed age group classes and difficulties in specialist subjects, such as music. Reductions in pay, capital or teaching materials have limited the head's flexibility to purchase large items of equipment or to revise schemes of work.

There is some recognition of these difficulties in the new rate support grant which allows for the retention of 1,700 teachers in spite of the full in-school rolls and for the employment of 1,000 to enable authorities "to maintain an acceptable curriculum balance". The provision beyond that for an extra 4,500 teachers in single induction and in-service training programmes is expanded and to improve staffing in poor areas, will give more flexibility to authorities in handling the staffing situation resulting from falling rolls.

The position on non-teaching costs is less satisfactory. There are many costs which are more pupil-related than pupil-related, these include crumpling, cleaning, fuel, rates and debt charges, maintenance of buildings and sites and administration. These costs will still be met despite the full in-school rolls. Although the settlement recognises this by a 1.5 per cent increase in non-teaching costs it allows for a further 2 per cent growth in non-teaching costs in schools, this is unlikely to meet all the pressures in this area.

Most authorities have been forced to reduce spending on non-teaching

Crumbs today, jam tomorrow?

Robert Aitken looks beyond last week's crucial rate support grant decision

There is some recognition of these difficulties in the new rate support grant which allows for the retention of 1,700 teachers in spite of the full in-school rolls and for the employment of 1,000 to enable authorities "to maintain an acceptable curriculum balance".

Other areas of the service are also under pressure, not least the further education, careers, youth and community services. The size of their client groups is now increasing as the large age groups born in the 1960s leave school.

What we still seem to be asking for in this debate is a notion which links the cost of education with the cost of living. A special principle which illuminates the whole. The currents of opinion have one, that the education service should support the economy and the nation and hence that the world of employment and the world of education should be linked together. The service should support the economy and the nation and hence that the world of employment and the world of education should be linked together.

The overall picture is therefore that, despite a settlement in the rate support grant, the education service still faces a desperately tight situation. The grant is maintained at 61 per cent of relevant expenditure but a 10 per cent fall in the rate of inflation and salary and wage awards yet to be decided.

Beyond this, councils may be unable to set aside their own priorities in favour of those identified in the settlement. Because of the backlog of issues and competing pressures already mentioned, it is possible that the choice has to be made between restoring the pupil-teacher ratio or by lowering class sizes or by increasing induction or in-service programmes.

PERSONAL COLUMN

Gerry Fowler Quiet fume the dons

recently, are not quite in the same league. The university teachers have a quiet fume about the way the Government is handling the higher education sector.

The Government would like to see the 11 per cent rule. But if there are exceptions, university lecturers would seem unlikely to be among them.

Such a suggestion is seen by many as an incitement to unprofessional conduct. That is a reasonable view. But reason alone will not do it. It is the weakness of many of their lives engaged in careful and will. As an educationist myself, I can only say, would that it were so.

Quarter of all schools still have outside loos

One in five of all primary schools are still in need of outside loo facilities, according to a report published this week. About a quarter of all schools still have outside lavatories, and 25 per cent of primary school buildings are grossly inadequate.

The declining birthrate will ease the situation. But, says the report, to rehabilitate the 28,000 schools in England and Wales will cost at least £1,500m.

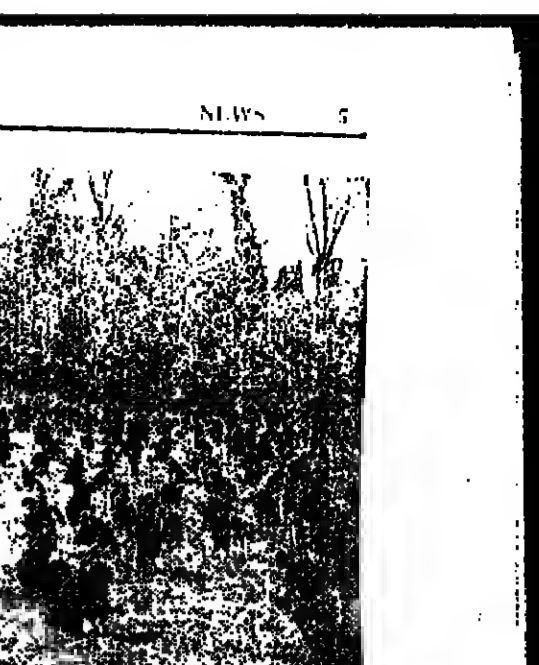
These statistics have been collected by the Department of Education and Science and the Welsh Office in a document, *A Study of School Buildings*. It is the most comprehensive survey carried out on the subject in the last 20 years.

Union's pay claim 'could reach 30%

The Assistant Masters' Association is seeking a pay rise which goes well beyond the Government's 10 per cent limit. Details of the union's claim were revealed in London this week.

Mr Andrew Hutchings, general secretary of the 37,000-strong union, said the claim was based to be in excess of 30 per cent. It could be up to 30 per cent, he added.

The union will decide its pay claim in the first week in January at its annual general meeting in London. The figures published this week in its journal, *The AMA*, show that teachers at the bottom of the salary scales have fallen behind average wages by 18.2 per cent.



A scholarly wood in the making: 500 pupils from the Royal Alexandra and Albert School, Reigate, Surrey, plant trees in Gatton Park which they hope will grow into a Jubilee wood.

Five-year-olds 'on their own'

During the holidays 675,000 children under 15 were left on their own by parents during the day. Some were five-year-olds; 300,000 were under 11.

The estimate came this week from Mr Robin Simpson, a research officer with the National Consumer Council, who has been looking into day care for children.

He told a conference of the National Council for One-Parent Families at Caxton Hall, London, that Britain not only lagged behind other countries in its provision of day care for under-fives, it largely ignored the problems of the older "Latch Key" children.

"We have not adapted to the child care needs produced by the physical break up of the 'extended' family, the increasing number of single parents, the widespread participation of women in the labour force, and the increasingly dangerous urban environment."

Banbury report exonerates mixed ability teaching

Mixed ability teaching does not necessarily lead to lower academic standards, according to a Government-sponsored study by Oxford University.

The results of the study were published officially for the first time this week, though they were sent to the Department of Education and Science more than two years ago.

As reported in the *TES* (January 5, 1978) no evidence was forthcoming of bright children being held back by sharing classes with the less able.

The study was carried out by Dr David Newbold at the Oxford Department of Educational Studies. It looked only at first and second year pupils, and though it was limited to one school, it was particularly suited to a study of this kind.

Banbury School had a large federal lower school made up of four sub-schools or halls, each of four-form entry. They shared common objectives and efforts had been made, though these were not fully successful, to match them for links and resources.

Government has not kept bargain, says NUT

Mr Fred Jarvis, general secretary of the National Union of Teachers, accused the Government this week of failing to keep its part of the bargain with the unions over the social contract.

He told a London rally of campaigners against cuts in public spending that the Government had failed to maintain the quality and standards of the social services.

Teachers and members of most other unions had exercised restraint in wage demands for two years because they believed the social contract was more than just an

"The Government may be embarrassed to be reminded now of the social contract - I see they do not mention it any more - but a central feature of it was the concept of the social wage, which meant, basically, maintaining the quality and standards of the social services.

"There cannot be a shred of doubt that that part of the bargain was not kept by the Government."

Research and Reform in Teacher Education
William Taylor
The author deals with the major concerns of those who formulate the teacher education policy. Attention is given to such questions as the effect on teacher education of the falling European birth-rate, the changing role of the teacher, in-service training and recruitment.
Order number: 8264 02 3. 16.95

Focus on Teachers' Centres
Christopher Redknap
A timely description of the role of teachers' centres which examine their place within the educational system. The author provides a comparative dimension by referring to teacher centre development in the USA and elsewhere.
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The Secondary Teachers' Day
S. Hilsen and C. R. Strong
A report for teachers, teachers' educators, educational planners and all concerned with the roles played by the teacher in the education of young people in secondary schools. It sets out a room or in vocational activities which go to make up the teacher's responsibility.
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The Changing Role of the Teacher
N. M. Goble and J. F. Porter
There was a time when the teacher's role was to pass down to the younger generation the knowledge, experience and mythology of a slowly evolving society. The pace of change in contemporary society has made this former role redundant. What are the new dimensions of this role, and how is the teacher to be trained to fulfill it? Drawing themselves on the discussions and theme and James Porter examine the influences and alternatives affecting education in a three-phase model for teacher education to confront the pressures of a society undergoing UK edition, published in association with UNESCO Press, Paris.
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Now is the time for all good men

Next month the curriculum debate will enter another phase with publication by the H.M.S. of a selection of papers on the 11 to 16 curriculum.

All the papers, which have been written by H.M.S., will be discussion documents rather than prescriptions, but it is likely that none will be the subject of such intense discussion as the one on political education.

The two history inspectors who write it have been busy sounding out opinion. To further the debate, we print the full text below.

The first surprise is that political education should appear at all among the first batch of subjects put up for discussion. Not only is it rare for it to appear on the school timetable at all, but there is considerable controversy as to whether

it should be taught for it. There was no mention of political education in the H.M.S. draft questionnaire for LEAS, which is another part of the curriculum review, an omission deplored by both the T.U.C. and the Labour Party.

In fact, at first it was expected the paper on political education would be published for later publication. But the climate has been changing. The Prime Minister has regretted the political education of youth, Mrs. Shirley Williams has explained the importance of getting works into the curriculum, and Mr. Norman St John-Stevens this week echoed her views. Recent activity aimed at the young by extreme right and left-wing groups raises the question of how far schools could or should counter this. A number

of voluntary organizations are now pushing to make their own contribution. It is clearly time for some decisions to be made as to just what, but how, the subject should be treated in the classroom. There are many danger areas. Where does political education end and indoctrination begin? Should teaching be based on issues and concepts rather than the dry facts of the traditional civics lesson? Do we want politics across the curriculum or a separate subject? Should pupils be taught to question and participate, as well as to understand? And what are the consequences for the school if they are?

All of these nettles are grasped in the inspectors' paper. The debate on political education in the curriculum can now be declared open.

Another political attitude is an acceptance of compromise. There are of course other ways of resolving political differences: by force, by negotiation, by compromise, and other means. We are not suggesting that these other means are unimportant, but they are not political in the sense that we have defined it in this paper. Political education must include an awareness of these alternatives, but political education is not the same as acceptance of the second best.

This does not mean that convictions should be constantly changed to meet circumstances, but it does mean that they should be held with open-mindedness — neither essential political attitude in a democracy. As Bertrand

... to stop being coy about political education

The H.M.S. paper says:

Although the idea of political education is suspect to many people, there are nevertheless compelling reasons for asserting its importance in the 11 to 16 curriculum. It is, of course, already present in many subjects, economics, even English and religious education classes; work done under such headings as social and environmental studies is often concerned with issues that are political. So political education does not necessarily mean the addition of a new subject to the curriculum. But its importance to society requires a clearer definition of its objectives, and of the knowledge and skills and attitudes which are necessary to support it.

We are not always confident that classes called "politics" or "government" are sufficient to meet the requirements. Frequently limited to that of central and local government, or political philosophy, or the expense of rent issues.

Some schools would argue that class teaching is less important than the development of political concepts in helping pupils to develop their own political ideas. We would not deny this, but would be doubtful whether this experience alone makes it necessary to make participation in society beyond the school more effective. However, it is true that political understanding for 11 to 16-year-old pupils is affected by more than classroom learning. Everything that is formally included in the school is part of its curriculum. Schools are themselves political institutions in that they involve power and authority, opinions, the resolution of different arguments, and the perception of these as being a strong influence in the development of their political attitudes.

There has always, of course, been a case, which has been accepted by many teachers, that one of the functions of the curriculum is to give young people an appreciation of the nature of government. Pressure to give political behaviour has obviously been given great emphasis by the lowering of the voting age to 18. More than that, however, there is an increasingly democratic temper in our human society that inevitably brings objectives and considerable disagreement on how best to achieve them. One of the tasks of government is how best to resolve these differences.

A democratic society seeks to involve in this process of resolving points of view every citizen, since the enfranchisement of the majority in recent years, the rapidly increasing complexity of political decisions, often involving technical, scientific and economic issues to understand, much less actively to influence the decisions of central government appears to be diminishing. Thus there has been a rapidly increasing pressure for participation in smaller, often local, units of decision-making—trade unions, factories, schools and pressure groups.

People are seeking, and claiming, the right to discuss and to choose. The school curriculum would be wise to recognize this and to increase the likelihood of responsible participation by supporting it with knowledge and an informed understanding of the potential, and the limitations, of the contribution of individuals to their own government.

Content

Content involves three areas. First there must be an understanding of the machinery, not only of central and local government, but also industrial relations, the education system and the contribution made by pressure groups.

Second it must include an understanding of issues over which the people disagree. Disagreement may be over goals (where are we to serve?), over values (in what way should we do it?), or over methods (how should we do it?), or over results (is it the right outcome? the fairest? the best?). For young people aged 11 to 16, issues must be related

to concrete examples, e.g. the welfare state, unemployment, comprehensive schools, capital punishment, abortion, strikes.

Third there must be knowledge of the groups who are involved in political decision-making, e.g. political parties, trade unions, the C.I.B., the press and interest groups. It must examine the effect on political decisions and their effectiveness of, for example, regional, economic, and ethnic differences. In order to have some insight into these areas it is also necessary to see them in some historical perspective with their own society, not only the potential, but the limitations of political action. It will assist us, if it is to be useful, to see how the political process has developed, and to anticipate political developments. But political understanding in the end must evolve

The aim is to give pupils knowledge and tools for informed and responsible political participation... Political education might also do something to restore a respect for political activity and attitudes and resensitise them from the worrying trend of current cynicism about the place of politics in society.

Concepts

Political knowledge is often categorized conceptually. Political concepts are as much terms, and are a necessary bridge between mere political knowledge and political understanding.

They help categorize our knowledge and experience through such general concepts as power, authority, welfare, freedom, liberty, machinery, e.g. elections, bills, pressure and ideologies, e.g. socialism, conservatism, those associated with specific issues, e.g. nationalisation, comprehensive reorganisation, pacifism, devolution, women's rights, racism.

This list is meant neither to be prescriptive nor exclusive. Which concepts are present in a syllabus will depend upon the particular objectives of the teacher and of the issues of current importance. Nor will it always be possible, or necessary, for pupils to understand, or necessary, for teachers to select their material and define their objectives. If the concepts remain implicit for many pupils, they should at least be introduced to concrete examples of them.

Attitudes

The very richness and complexity of these concepts implies disagreement. The fundamental political question at what happens when people disagree? is this is related, often, to the machinery of central government, or even local government. Such decisions will still seem distant from the lives of citizens. However the resolution of differences is part of the world of work, the family, and indeed the school.

If we recognize that political competence may affect attitudes at these familiar levels, the encouragement of political education will often produce suspicion, even empathy. The accompanying to responsible political competence may go some way at least to resensitising those who are worried at the prospect of an increasingly politically literate population.

The attitude of political competence in a democracy is based above all on tolerance. By this we mean not only the acceptance, but the welcoming, of diversity in society. This can mean neither indifference nor non-commitment, but an acceptance, nevertheless,

of other people's views. There are of course other ways of resolving political differences: by force, by negotiation, by compromise, and other means. We are not suggesting that these other means are unimportant, but they are not political in the sense that we have defined it in this paper. Political education must include an awareness of these alternatives, but political education is not the same as acceptance of the second best.

This does not mean that convictions should be constantly changed to meet circumstances, but it does mean that they should be held with open-mindedness — neither essential political attitude in a democracy. As Bertrand

The aim is to give pupils knowledge and tools for informed and responsible political participation... Political education might also do something to restore a respect for political activity and attitudes and resensitise them from the worrying trend of current cynicism about the place of politics in society.

Russell put it: "When you come to a point of view, maintain it with doubt. This doubt is not to mean to argue that we should continue an open mind, but an open mind."

It is not only those who are politically ignorant who may assist those forces which threaten democracy, it is also those who are politically indifferent. "The only thing necessary for the triumph of evil is for good men to do nothing" (Edmund Burke). Young people and parents too quickly spot the weaknesses in the theme of "universal education". "Are all views to be tolerated?" is a challenge that open political education must

Here again the institutions in a free society which determine the curriculum have to decide for themselves where the line must be drawn. Some views and attitudes are arguably unacceptable in our democracy; racism, suppression of opinion, exploitation of the defenceless. These are authentic to most people in our society. Education which identifies the evils we must resist, and suggest how we may resist them, is quite proper and likely to command wide support.

What we have been saying in this section on attitudes is that it is not enough for political education to talk in terms of the virtues of democratic society; in addition, we must provide intellectual weapons to resist those who oppose it.

Skills

In order to develop these attitudes, certain skills and abilities are necessary. They have much in common with those described in the section on history: the ability to find evidence and to evaluate it; to identify slanted interpretation and bias; the ability to understand and appreciate the predicaments and points of view of other people. These skills must be applied not only to texts, documents and political literature, but more particularly to the media—press, radio, television and the cinema.

Another important skill for people who will be drawn into decision-making is the ability to make a sound argument based on Reason and to express a given case clearly. Reason and logical thinking must be in the heart of most political behaviour. This, in writing, but verbally—in argument and dispute, in presenting a case, in defending a point of view.

Curriculum

Although some schools offer politics or civics as a subject for a time, this is not a common arrangement. As with technology, civics can, in fact, be offered as a subject area without requiring its use in any particular or departmental organization.



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Out-of-work teacher fails to nail DES for errors in forecasting

The Ombudsman has cleared the Department of Education and Science of maladministration following an investigation into the case of a qualified teacher who complained he was unable to get a job. The teacher complained that the DES failed to take action to reduce the number of students recruited to colleges of education.

Having obtained a degree in 1975, the man enrolled at a college of education for a one-year post-graduate teacher training course. Since qualifying he had been unable to find employment as a teacher a fact which he blamed on excessive supply.

In order to attend the college the man resigned from his previous employment in which he had worked for 29 years. He told the Ombudsman he was encouraged to do so by advertisements in local and national newspapers. He had since seen articles in newspapers and magazines which showed that the DES had statistics in 1971 from which it should have foreseen the reduction in demand for teachers. He said he was misled into a course of action which had caused him hardship and financial loss.

Ombudsman also examined the department's advertising policy.

In his conclusions, Sir David said he had found nothing in criticism in the way the DES had made use of statistical information available to them.

The DES told him that the articles which the complaint saw and from which he deduced that they had had statistics in 1971 which should have forewarned them of a shortage of posts for trained teachers in 1976 used the same basic statistical information which the DES themselves had used in their 1972 review exercise.

But the authors of these articles had clearly used different assumptions about staffing standards and education facilities from those used by the DES, and had therefore drawn different conclusions from the same statistics.

The Ombudsman said he had found no grounds for criticizing any of the publicity given by the DES to information for prospective entrants to the teaching profession and he had found nothing in that material which could have misled the complainant about his employment possibilities as a teacher. Nor did he consider there was any further specific information which the DES should have made available, either directly or indirectly, to the complainant at the time he applied for admission to his college of education.

This case, however, said the Ombudsman, raised an important general point. The size of the teaching profession was such that variations in the estimated requirements which seemed small in percentage terms in fact could affect quite a large number of individuals.



Visitors to "Careers for 78" exhibition at Belle Vue, Manchester, which ends today, study the controls of a Sea Harrier.

Jobs policy is all wrong, Government told

by Mark Jackson

A worldwide argument about the nature of youth unemployment threatens to become a serious challenge to the Government's whole economic philosophy. The issue is whether its policies will, in the end, cure youth unemployment, or make it steadily worse.

The youth employment lobby this week began a campaign the first objective of which is to force the Government to acknowledge that the decline in jobs for young people is partly structural—due to a large extent the result of permanent changes in the economy, and not just a temporary effect of recession.

The Government can be made to admit this, critics will insist, for it to qualify policies which reduce jobs for the young and to take steps to create more work.

Youthail, the alliance of youth organisations which is mounting the campaign, is using figures and forecasts provided by the European Economic Community and the Organisation for Economic Co-operation and Development.

Some of the EEC statements go far beyond the Government's suggestions by Britain's Manpower Services Commission that measures may be necessary to supplement the effect of industrial recovery if unemployment is to be brought substantially down.

The committee's standing committee on employment, headed by Youthaid, says that youth unemployment cannot be solved without making "substantial changes in the trends" and that some of the youth unemployment that has already developed is structural.

The implication of these statements—which apply to the EEC as a whole and to most OECD countries—is that the United Kingdom Government's argument that industrial expansion will cure unemployment, provided that trade unions cooperate in productivity in keeping wage rises down, is invalid.

But Youthaid also attacks another main plank of Government policy—the cuts in public services. It says that until the Government cut back the public sector, any growth was helping to compensate for the decline in jobs for young people in manufacturing.

Projects are faulty
Community service projects funded by the job creation programme are sharply criticised in a study issued by the Manpower Services Commission this week. Almost all the projects visited are found to have had major faults or problems which badly limited their value.



'Humiliation' of free meals

by Caroline Haydon

Free school meals are not so enjoyable for children who get them free as they are for their parents, says a report by the Child Poverty Action Group.

In one Cambridge school, free meal children sit at separate tables. They have in wait second helpings until the pay children have had theirs. If the pay children do not eat, the free meal children can eat their meals.

The report, *Free School Meals: A Humiliation*, continues, follows on the heels of last week's announcement that the income qualification for free school meals has been relaxed so that nearly one million children can get their meals.

Parents, it says, will be reluctant to take advantage of this improved benefit unless they can be sure their children will not be humiliated by their classmates. The group suggests that the humiliation of poor children is occurring every day in quarter of a century, says the committee. It found the voluntary sector flourishing in size, strength and diversity but criticized it for being uneven in its distribution and performance.

One of the committee's recommendations is that the government should fund intermediary bodies which coordinate the work of voluntary organisations in urban areas.

The Future of Voluntary Organisations, Report of the Wolfenden Committee, Croom Helm, 2-10 St John's Road, London SW1, £6.50, paperback £2.95.

ILEA leader resists split

The Inner London Education Authority was defended this week by its leader, Sir Ashley Bramall, against Conservative critics who urged a split.

It would not be broken up, he said, he told a press conference, set up by the Tories under Sir Frank Marshall, which is looking into the Greater London Council, to a "one party, one man" commission whose "efficiency must be judged by its very narrow base".

But it did want to make public its stand before the Marshall Committee came up with proposals. London was one city, not an amalgamation of boroughs, he told the Press, and schools, colleges, adult education, and youth centres were built without regard to boundaries. The ILEA, he said, was often criticized for its size, but it now dealt with fewer children than ever before.

Splitting up the ILEA would mean creating new bureaucracies (12, in fact) and new bureaucracies would have to be a central authority handling higher, further, adult and special education and to run support services. A break-up would not be cheaper to taxpayers in most boroughs.

The reasons given for going away with the ILEA were administrative, financial and educational, said Sir Ashley. The administrative case—that the authority is too large and impersonal—came from the School. But there was no evidence to show that those at the grass roots did not make their views heard over Tyndale or that they were not listened to.

The difficulty there was in distinguishing between the different views. Administrative mistakes were made in doing so. There were various reasons why the ILEA was more expensive to run than other authorities. London weighting cost the authority £1.3m a year.

Politics . . . but God save the Queen
We need a democratic consensus on political education, in our schools, Mr Norman St John-Stevas, Opposition spokesman for education, told the Birmingham Bow Group last week. Without it, we will either be faced with a generation of political illiterates, or political education will be exploited for totalitarian ends.

Call up volunteers—Wolfenden

More government funding of voluntary organizations is called for by the Wolfenden Committee in its report on the role of voluntary bodies. Called *The Future of Voluntary Organizations*, the report says it may be better to expand the voluntary sector to help meet the needs of the community.

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OU head calls for positive action on 'top-up' training

Why should so much be spent on initial education when it was no longer an adequate preparation for a whole career because of the rapid growth of new knowledge?

This was one of the questions asked by Sir Walter Perry, vice-chancellor of the Open University, at a four-day seminar on recurrent education this week. Set up by the Department of Education and Science, the seminar was held at Jostell College of Education, Glasgow.

Sir Walter Perry said there was agreement among almost everyone internationally that there was a need for recurrent education. Every one paid lip service to it. Almost everything that could be said about it had been said. The trouble was that almost nothing had been done.

Recurrent education had been the goal of the production of semi-universities, but it was the definition of recurrent education that looked as if it were doing a great deal. He did not believe we were doing that at all.

We had not yet begun to study the real problems in the educational and training fields, although we were devoting very large resources to expanding initial education after the end of compulsory schooling.

Sir Walter Perry admitted that it was terribly difficult to measure the law one could cut back or change the initial education programme in order to make room for a more extensive recurrent education programme. But if we turned away from the difficulties, we were not going to get anywhere.

Would it be possible, for example, to devise a curriculum for the last few years of compulsory schooling which would allow pupils to begin to study for City and Guilds or other technical qualifications? Would they have to be taken on provide high level courses to pleasant surroundings within universities and FE colleges, this process must be reversed.

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'Apaches' is a twenty seven minute film, made because twenty one children died in farm accidents last year. Fifty three children died in the previous two years. Their names are listed at the end of the film.

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This is NOT a horror film. It was designed for screening to young audiences. However, it does show that children playing unsupervised games on farms can be playing with death.

Borrow "Apaches" now. It's free. Show it to your children and teach them that playing on farms can be dangerous. Or ask your local Agricultural Inspector, NFU, CLA, NAAAW, TGWU, Young Farmers Club, or W.I. representative to screen "Apaches". It is especially relevant to them and to organisations like them.

Central Film Library
Government Buildings, Grosvenor Avenue, Acton, London W3 7JH, Tel: 01-457 1555

Please send me "Apaches" for screening on _____ (date)
 Tick appropriate box: Laminated Video Cassette
 Name: _____
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 Name of school or organisation: _____

*"Apaches" has been made for the Agricultural Inspectorate of the Health and Safety Executive.

Bert Lodge visits one of the young bands preparing for next week's Schools Prom

The air they draw in to pump and tone out of the bell end of their horns on rehearsal nights has a taste to it.

It's of pit yards, pit houses, gasworks and dimly lit streets. And it works and sings and hums and it works and sings and hums...

Only it's not the brazen gallop of Suppé nor the homelike airs of Offenbach that the latter outside the old junior school in Schafield Street, Moxborough, hears on Thursday nights.

Outside, however, the brass band playing waits to make whatever triumphs are blasted through the windows.

It is not only in choice of musical ideas that these musicians, none over 17 and all in some form of education, differ from the territory that has bred them.

Still, they have harkened faith with this belief enough to have entered the Festival of Youth in Music, now years running, getting the highest commendation in the big band section this year.

So shouldn't they be rehearsing their pieces for next Tuesday?



Sweet swingin'

Well, as a matter of fact, we're not sure what we're playing yet, said bandmaster John Ellis, so choicant it might have been a piece of gaitersmanship to set any of his rivals who may read this morning.

John Ellis has been blowing down brass instruments all his life. Now head of music at newly commissioned Northcliffe comprehensive school (the educational priority area school which pioneered exchanges of pupils with independent up-market Dartington Hall), he joined the army as a boy musician at 16 and for the next 12 years helped to keep several squadrons of Hussars and

the Grenadier Guards in step before becoming a peripatetic teacher with the West Riding authority.

"We aren't really set on creating out and out jazz musicians," he said last week. "There may be three or four here who will take up jazz professionally but we are looking for the kid who can really enjoy his wider involvement. All of these are in another hand or

Against modern reading, unfamiliar rhythm. We have got away from the old swing bands of years ago. Orchestration is much more complex and more interesting."

He pointed to 14-year-old Keith Alderton and Karen Morris, straining at their French horns. "That's an instrument that's being used more. And the clarinetist, who used to be required to double only on saxophone is now expected to have the flute as well."

Enlarged pupil numbers did not appear to worry his French horn players. Keith reckoned with his modesty, that he could play most brass instruments and Karen had the piano and the melphonium, a kind of accordion, in reserve.

Altogether 120 youngsters, since from 10 to 18 miles away, meet to play jazz in Keith's spare time every week. The nucleus of the organization they belong to is the South Yorkshire Youth Jazz Association but this subdivides into several bands of which the Doncaster Youth Jazz Orchestra is the last one.

Doncaster education authority is notably proud of such a flourishing music tradition and has helped with instruments, though three out of five of the Doncaster orchestra are and highly-though of drummer, 15-year-old Jimmy Barry, whose kit will be insured for getting on for £1,000 when it sets off southward.

The encouragement and good will comes not only from the public sector. Andy Winter, the pianist, sits at an electric instrument worth several hundred pounds that Fox's, a Doncaster music shop, has just delivered to the orchestra "on permission loan".

And when the 25 musicians heard the music for fun at the Albert Hall next week it was one each of supporters, and others in cors, will be going down as well.

Remember duty to parents - Avon chief

More active co-operation between teachers and parents is urged by Mr G. F. Cramp, an officer of Avon, in a paper read at a conference.

"Every school must have a system of co-operation with its parents. This is not an important thing we have never visited the schools, as the Schools, Mr Cramp said.

Education Society of Avon. It was important to get them to do and, at the same time, to get their children to do. But," he said, "it is not we are the experts."

Mr Michael Marshall, Woodberry Down School, said they had to find a way out what the parent was thinking. The view was helpful and was not an accusation, the comment was that you were not providing your children with the best education.

The gap between school and home in education was first pointed out by the children themselves in the realities of curriculum. The curriculum was not the curriculum. We have not a curriculum. The curriculum is a set of rules and regulations. It is a set of rules and regulations. It is a set of rules and regulations.

The cardinal rule of every small school is that of communication. All in all, should know what he is doing. He is not doing it uniformly. He is not doing it as a strength of school. He is not doing it as a strength of school. He is not doing it as a strength of school.

The alternative is to go to the head of business studies early in July to have a testimonial included. It had to be returned to the university for submission to the council by August 1, but it was mislaid in the polytechnic offices and was not forwarded until August 15.

Schools need fatherly touch

Fathers took a more active part in their children's education, schools need to become more aware of the needs of parents, according to some research carried out by a secondary modern teacher.

Mr Thomas Cook, of Benjamin Outram School, Ripley, studied 30 fathers' relationships with their children's primary schools as part of an MPhil degree. He looked at the reasons why more than half of the fathers of school-age children never visited the schools, as the London report of 1967 discovered.

Most of these fathers were manual workers. When asked why they never attended schools, the fathers could give no reason. They were not sure why they were invited to attend school. They were not sure why they were invited to attend school. They were not sure why they were invited to attend school.

Officials rapped over lost grant

Kingston Polytechnic and the City University are both blamed by the Ombudsman for a former student of the polytechnic losing her chance at a postgraduate award.

The polytechnic mislaid a grant application form and the university later had to find the student's name on a list of possible award recipients, then removed it to a "certain" list but without telling the student.

The Ombudsman said this was worth £1,657 and the student had to finance herself for the year. She was a business student and also a graduate at the polytechnic. She was a business student and also a graduate at the polytechnic. She was a business student and also a graduate at the polytechnic.

The grant application to the head of business studies early in July to have a testimonial included. It had to be returned to the university for submission to the council by August 1, but it was mislaid in the polytechnic offices and was not forwarded until August 15.

As it turned out the removal of the student's name on to the quota of certain non-supervisors and she would probably have received the form thus deterring her loss" before it was too late, the Ombudsman's report, there was maladministration by the polytechnic. My investigation also revealed serious shortcomings in the way the university dealt with the matter.

In brief

Governors courses: Shropshire County Council is offering the governors of its further education establishments a short course to provide guidance on their duties and responsibilities. It will include talks from representatives of industry, commerce and schools on what they require from a college of further education. For further information (not course places) write to: J. Ashworth, Course Organizer, Shrewsbury Technical College, London Road, Shrewsbury, SY2 6PR.

New degree course: A new BSc Honours degree course on physics with medical applications is to be offered to students from October 1978. The course will be jointly by Queen Elizabeth College, University of London, and Guy's Hospital Medical School.

Roll card refund: British Rail is to refund VAT on student railcards bought since the scheme was introduced in 1974. This follows an Appeal Court ruling that the student railcard is not liable for VAT. Tax already paid is refundable from 15p to 48p for a railcard originally issued expiring before 1974 - to 48p for a railcard at BR stations from now until December 31, on surrender of cards which VAT has been paid.

Success 'hangs on temperament': Temperament could be an important factor in determining why some students do better than others, according to Dr Dennis Child, of the University of Newcastle upon Tyne. Students who like schoolbookish study, who are able to set themselves immediate goals, and who enjoy the process of learning are more likely to pass. A level 2 child who is an innovator in education, who is outgoing, cooperative, socially confident, and who is a little brags with an outgoing personality.

Restriction on Ulster students: The number of Northern Ireland students entering colleges of education in Britain is to be severely restricted, the Minister of State, Lord Mechelet, said last week. Already the number of such "free trade" students has been cut from 575 in 1974 to under 100 last September.

Earlier this year, the Minister announced that awards would be made in 1977 for trainees following three four-year courses in Britain only if the course was not available in Northern Ireland. In addition, 70 one-year awards were allocated on the basis of the applicant's academic attainments, the volume and the availability of courses in Northern Ireland. Now the Minister has decided that awards will be made only to those admitted to courses which are not provided locally and where there is a need for teachers who take such subjects. This probably means no more than a dozen awards. I realize that this decision will



Two of the physically handicapped and able-bodied tennis at the Sunbles - NAYC finals on November 4.

Clubs vie for new honours

Girls and physically handicapped boys shared the limelight with able-bodied boys in the finals of the National Association of Youth Clubs five-a-side football tournament at the Sabell Centre, London.

This new venture, sponsored by Sunbles, was the high point after a year of elimination rounds. Some of the teams playing in the semi-finals were North Salford PHAB Club, beaten 2-0.

Christus Rex Youth Club, Carlisle, won the senior boys final and Pegasus Youth Club, Walsall, took the junior title. After their 3-1 semi-final win over Llanrumney Y.C., Cardiff, Christus Rex beat Devonport Dockyard Apprentices 2-0 in the final. The apprentice boys, in their semi-final, beat Agnes Street Y.C., Belfast.

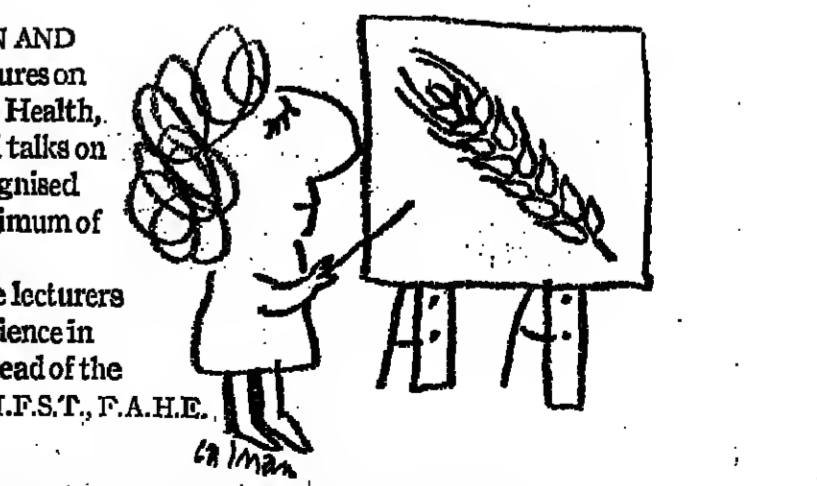
In the junior semi-finals Pegasus beat St. Columbus Y.C., Walsand, 2-0 and Treli Y.S., Cardiff, defeated Bredbury Y.C., Stockport, 3-1. In the final it was Pegasus over Treli by a 4-1 margin.

Bedford grab first polo title

A high standard of play and some thrilling matches marked the final stages of the first-year national schools water polo championships, held in Manchester. Plant Hill High School and Bedford Modern won the junior and senior titles.

Plant Hill beat Alleyns School, London, 6-4 in the under-16 final, and Bedford Modern beat Plant Hill 7-5 in the under-19 match.

At one stage Plant Hill were running away with the match, leading 5-1, then Alleyns fought back to level the scores. In the end, the school got their extra goal. Three of the goals came in the last quarter.



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Restriction on Ulster students

The number of Northern Ireland students entering colleges of education in Britain is to be severely restricted, the Minister of State, Lord Mechelet, said last week. Already the number of such "free trade" students has been cut from 575 in 1974 to under 100 last September.

Earlier this year, the Minister announced that awards would be made in 1977 for trainees following three four-year courses in Britain only if the course was not available in Northern Ireland. In addition, 70 one-year awards were allocated on the basis of the applicant's academic attainments, the volume and the availability of courses in Northern Ireland. Now the Minister has decided that awards will be made only to those admitted to courses which are not provided locally and where there is a need for teachers who take such subjects. This probably means no more than a dozen awards. I realize that this decision will

UPPER 150

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LETTERS

Race probes do discriminate

Sir, Recently Norma Gibbs, a black teacher in London, commented (TES "Vital Statistics"?) November 4) on the proposed collection of statistics relating to non-indigenous children in schools. She, in common with other leaders of some ethnic minority groups, favours such a collection, believing it will benefit their children.

Such figures were collected amicably from schools until a few years ago, when pressure from ethnic minority groups, supported by teachers, ended the collection. What has changed since then? In my view very little that is relevant.

When the first waves of poor Jewish refugees came here from Eastern Europe and settled in the East-end areas of Aldgate and Stepney one might have pleaded for the same kind of positive help for them but today Jews, although still much discriminated against, are not included in the categories said to need this help. They have, largely, proved their socio-economic position so that they do not believe that extra help to schools will be of assistance to their children. What is more, they would certainly object to being pinpointed by the schools as being a particular problem group.

So, too, I believe, should today's ethnic minority groups utterly reject such discrimination. Certainly considerably more aid should be directed towards the deprived areas and the schools which have in them a high proportion of poor (which must mean variously deprived) children, since their education is thus rendered more difficult. I believe there to be an unjust 100 per cent correlation of black parents with poor urban communities. If nothing helps to the latter areas they would automatically be helping the former, but along with poor white children.

There is no hope for this if it cannot progress towards a kind of positive integration which tends to divide people on the basis of characteristics which are born with most hamper their gratification. The collection of statistics in such a way, a nuisance resisted by us all, but particularly the black community. KEN RIDGE, 32 Beechwood Avenue, Richmond, Surrey. See Talkback, page 21

Inequality in the community

Sir, Caroline Benn wants to have her cake and eat it. In her letter (November 11) about the Labour Party's attitude to parental choice she says, in successive paragraphs: "Local authorities have to promote the education of all children equally... There is genuine concern that legislation in the form that is proposed could exacerbate, rather than reduce, inequalities between schools... Lastly, there is the positive side in admissions procedure which many local authorities are developing, and which any new national policy could well wish to recognize (but the proposed legislation did not): the growing wish to build up strong support for schools as centres of their respective communities."

Can she fail to realize (surely the excellent working conditions and places available at some of these, my advice to assume in an independent school means in the state system is to join it, and many have found that they can.)

No amount of tinkering with existing places and the like will do anything at all for most pupils in most state schools. Furthermore, in very many comprehensive schools there is in fact already providing an education which is very much better than the critics of the system would have others believe. D. KENNEDY, Headmaster, Chesey School, Headington, Oxford.

This sporting dream-life

Sir, I am a member of the Gt. Yarmouth Sports Council and your article "Middle class Scoop" (TES, November 11) interested me very much.

The report on recreation in inner urban areas published by the Department of the Environment states that when an unnamed project went to kids and asked what ideas they had for their leisure time, they were devoid of ideas.

I do not agree that young people are devoid of ideas as, recently in Yarmouth, the Sports Council held a competition for young people. They had to write an essay on "A dream of mine, in which they had been using the facilities of a sports complex—to a rich uncle who made their dream become reality. Yarmouth does not have a sports complex. We had a wealth of ideas from 10-year-old children upwards, and one school made it a school project to construct a complex. Our sports council is starting a junior section so that ideas can come from them as to what they would be interesting to know which regions differ in their recreational needs. P. ECCLESTONE, 40 Well Street, Great Yarmouth, Norfolk.

More opportunity for equality

Sir, Those of us who are concerned with the extension of nursery provision which will allow them to take up these opportunities in work and in achieving equality in work and in society will remain a token aim only. The Commission's work on education is therefore integral in its general role.

According to your report the DES feels that because further education grants are discretionary there is nothing it can do about the rank inequality in the further education of women, particularly in a discriminatory step for women's equality. It is the Department which thinks in that way were to absorb and stifle the work of the Commission on education, particularly as this is precisely the kind of area in which the EOC has adopted a very positive attitude.

Thirdly, the Department has hardly distinguished itself by its contribution to the campaign for equality. In fact it has acted in a discriminatory way. The Department is, in any case, unhelpful about the development of nursery education: in consultation with teachers and with close reference to a level syllabus.

Uninformed on computers

Sir, Your correspondent Mrs K. Hausersey (TES November 4) in some ways, a nuisance resisted by us all, but particularly the black community. KEN RIDGE, 32 Beechwood Avenue, Richmond, Surrey. See Talkback, page 21

Failings, yes failure, no

Sir, It is unfortunate that both the public and the school should have been misled by the publication of the report on the work of the West Oxford Centre of Advanced Education. Admittedly, too much was attempted in too short a time. The report was published in a self-contained unit or renewable cost. What fits into the curriculum? CALISG materials have been planned

Not the very model of a modern army officer (Rtd)

Sir, Article 4 (Break, November 4, 1977) casually comments that we have published in our magazine the views of the "National Front" on the "British people first" will nice to be a "middle-aged ex-Army officer". I would not have made this assumption, but then I am myself a middle-aged ex-Army officer. From my experience as an officer and teacher of officers I would expect, if I were rash enough to say that Britain is bound to cooperate with other countries in the world in order to meet the challenges of this uncertain age in which we live, an opinion which I would expect the ex-Army officer to take a positive attitude towards the Convention, on an attitude which the National Front cannot accept. I would expect the ex-Army officer who has certainly served in Northern Ireland to have a wide and charitable understanding of the rights of minorities in the United Kingdom, an understanding for which the National Front is hardly known.

Carry on fighting, Mrs W

Sir, I find it surprising that a journal supposedly devoted to the education service should think it right to attack a Secretary of State for Education because she has fought inside the Cabinet and outside to defend the service, she is responsible for from the depression inherent in the farraginous financial arrangement called the Rate Support Grant.

The education service was united 20 years ago in roasting the change from percentage grant to the present block grant—even the TES supported us—because we recognized that in times of stringency other local government services would pose a threat to the education budget. This is precisely what has happened. It really is a nonsense to demand

Educational euphemisms

Sir, Any English teacher in search of examples of euphemisms can find many in the writings of those who write about education, but who do not like to say it in so many words. Anyone who glanced at the article by Eric Anderson and Vernon Bogdanor (June of a Seven Years War, November 11) would have surely been overwhelmed by the numerous ways in which the less able child, and what he or she might be doing in school, was described.

Further, the contribution of the Department to the debate about the education and training of women and girls has been woefully even though, as far as day release is concerned, men outnumbered women students by nearly five to one. By contrast the Commission has commented forcefully on these and other issues. Indeed most major initiatives on women in education have come from agencies outside the DES. For these reasons NATFHE would vehemently oppose the abolition of the EOC education section.

SPAN BROADBRIDGE, National Association of Teachers in Further and Higher Education.

Eyeopener into working of MSC

Sir, The recent investigation by the Public Accounts Committee into the way that the Manpower Services Commission was running Job Centres was an eyeopener into the way that the organization works. It would seem essential, therefore, that before any further expansion in the Manpower Services Commission's training activities takes place a full and independent investigation should be conducted into the way it is, at present, running its training activities. This would allow growing suspicion that it is displaying the same "efficiency" within training as it displayed within its management of Job Centres. It would reassure the public that the vast amounts of money being channelled into it are being well spent.

M. J. ANSTEY, 114 Hale Road, Hale, Cheshire. See back page

Parallel plans not off ground

Sir, In the TES of November 11 Mark Jackson describes (Chalk dust settles in among the cogwheels) the results of a Franco-German study sponsored by the EEC. He got one or two minor things wrong, e.g. the Franco-German study was not making leather goods. But, more importantly, he said that the TSA was planning a parallel study in a similar factory. This is just not true. It is true that the Agency is worried about a premature controversy among British educationists and sociologists. Nor did Marx come into the picture. I was worried that newspapers and others would get the facts wrong and do more damage than good. F. CHRISTOPHER HAYES, Deputy Chief Executive, Training Services Agency.



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Art for life's sake

How can teachers break down the idea amongst employers that CSE is a second-rate examination? Carwyn Rogers and Ivor Goddard report on a pilot scheme which gives the general public an opportunity to assess children's CSE work for themselves

A debate conjures up the notion that at least two parties are presenting their views on a given subject to an agnostic audience, which is waiting to be persuaded by sound facts and solid analysis that one way is right and the other less so.

The great debate never achieved this far as standards in public exams at In-plus are concerned. The ill-informed public still defines a reasonable standard as GCE Ordinary level Grade C (an O level pass, as it used to be). The media, using this definition, blatantly misguides society into panic support of GCE O level, while at the same time unconsciously undermining the Certificate of Secondary Education.

Yet GCE Ordinary level is designed as an exam for approximately the top 20 per cent of pupils in the ability range at a given subject. If not to achieve O level it is fail, then four-fifths of our pupils studying a particular subject are condemned to failure—surely an absurd notion?

The danger is that if the plaudits of success is given only to the relatively small number achieving Ordinary level (Grade C, a class system will be created based on academic achievement, which will be more divisive than any raised by birth or money. No one would deny that certain posts need high academic qualifications and that, considering the national interest as a whole, some form of academic elite is necessary.

But to concentrate exclusively on an academic standard which by definition can be reached only by a minority threatens to deny the legitimate aspirations of the majority. Is it really beyond our intellectual capabilities to envisage a system where each person can be truly assessed according to their ability and achievement, and where each employer and institution can decide the level of achievement most appropriate to their needs?

Teachers have noted the growing dependency in CSE candidates in recent years, to the point where pupils see little point in their last years of education. How can a teacher honestly answer a pupil who claims a CSE certificate to be irrelevant to the outside world? This is the more regrettable because CSE courses are often more lively and relevant to these pupils than those designed for O level.

Many teachers recognize that CSE has had a stimulating and rejuvenating effect on the practices and syllabuses of GCE boards. This is well demonstrated in the South-East of England in the subject of art and crafts. In CSE the board's assessment criteria concentrate on creativity and imagination, so that artistic technique is pursued in the course, not as an end in itself, but as a medium through which the pupils' creative faculties can be expressed.

For the final grade award, each candidate presents five pieces of course work, which are considered together with one piece of work produced under formal exam conditions. This portfolio assessment for each child means teachers do not have to confine themselves to the pursuit of a high standard in just one medium.

Pupils are free to work in a variety of media, and many teachers argue that this is educationally more valid than concentrating on the pursuit of perfection in a particular medium or technique. Nevertheless, pupils and teachers are free to specialize if they wish without reducing their chances of success.

As a preparation course for higher education, many teachers argue that CSE art is a much more strenuous course to follow, purely because it has no boundaries or prerequisites. To do well the pupil must impress a body of teachers currently teaching the subject. Because of the fluid nature of the subject, many art schools prefer their foundation students to be top CSE material rather than holders of a GCE O level certificate. Some secondary school art departments report that their best A-level students are CSE graduates.



available, and for every candidate entered for CSE art and crafts from a Kingston school, four pieces of work out of the portfolio were displayed. The exhibition was thrown open to the public, and for two days there was a constant stream, not only of teachers and future candidates, but also of parents, employers and others from the locality.

The range of work was incredible. Delicate water colours and drawings hung next to pictures eight feet high. Fragile pottery stood alongside creations in concrete, wire and plastic. The work represented nearly every mode of accepted artistic expression.

If the influence behind many of the titles in these works of art was obvious, a number were capable of surprising and stimulating the most cynical observer by their originality, creativity and maturity of technique. Evidently—perhaps—was able to appreciate the wide range of ability for which the exam was able to cater.

Employers were specifically invited to see for the first time in this subject the meaning of the grades awarded by CSE. They were able to appreciate that much of the art work which they could buy in shops, and with which their homes are probably adorned, might be well below the highest standards achieved in CSE.

For the pupils the exhibition was the realization of the promise made to them by their teachers a year before. More than that they could see that the outside world did take an interest, that their certificates would have some meaning.

Following the two days' open exhibition, the normal CSE assessment meeting was held, each candidate's six pieces of work being considered. Many would argue that the assessment was more valid because four of the pieces were displayed. Art, after all, is usually judged in this sort of environment, not within a portfolio.

The teachers and organizers of the exhibition had to work hard. Undeterred, their ambitions for next year are even greater. Why display only four pieces of work for each candidate, when the portfolio consists of six? In this first year it was a lack of display space which determined this.

Investigations are now being made as to whether sufficient money can be found next year to provide the display boards required for every school in the borough to display all the work of every candidate. If £500 can be set aside, it is possible that next year Kingston schools will set a precedent which the other parts of the South-East Board's region will find impossible not to follow.

The relevance of a CSE course is being demonstrated to the general public. They are being shown that excellence can be demonstrated, and that there should be a proper pride in such excellence. They are also being shown that the work of a much larger proportion of the pupils is worth while, and that it is wrong to dismiss them as failures. To the teachers it was just reward for their undaunted faith in a generation.

The display or presentation had one undeniable quality—an honesty which could not be hidden or misrepresented. It showed not just the qualities of the few but the true nature of our society—few of mixed ability, but one in which everybody has a right to succeed.

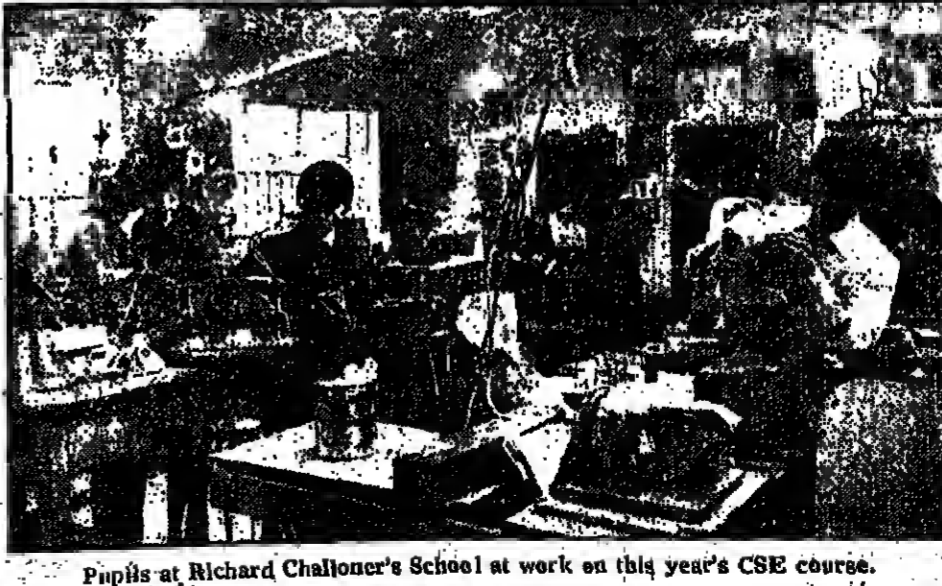
The schema has shown that, whatever the differences between pupils in ability, there is no need to set up an academic class system which highlights the few as successes, and dismisses the remainder as failures. The course and the exhibition have encouraged each pupil to realize to the full his or her potential. That surely is what education is about.

In the Art world, therefore, and in most teachers, the course certainly does not need selling—although the latter are often caught between their knowledge of what is educationally most relevant, and the pressures of parents, and sometimes head teachers, for entry to what is sometimes considered the more prestigious Ordinary level exam. The ironic part of this pressure is that it is often considered more difficult to obtain a CSE Grade C pass than it is to obtain an Ordinary level Grade C in this subject, because the demands on the pupil are greater and wider.

But however valid the course, if non-O level courses are generally depreciated by society, pupils on such courses can often lack motivation. What is the point of their striving to achieve the best standard of which they are capable if the outside world has already dismissed that standard as being unacceptable, without even seeing the type of work produced?

In an endeavour to circumvent some of the prejudice against CSE courses, and to increase the motivation of CSE candidates, an Initiative was undertaken in Kingston upon Thames this year over the CSE art and crafts exam.

The Kingston Polytechnic made a hall



Pupils at Richard Challoner's School at work on this year's CSE course.

Carwyn Rogers is head of art at Richard Challoner School, Kingston upon Thames, and teacher representative on the art panel of the South-East Regional Examinations Board. Ivor Goddard is examinations officer of the same board.

Not quite proper

Penny Blackie argues that the need for teachers to assume several roles is a major factor in the stress that goes with the job

I was talking recently with a group of fourth-year boys—the girls were at a talk on sex education. The boys were beanooning that they were not there, too. "Trouble is, Miss", said one of the boys, "school doesn't teach us anything we really need to know".

Pursuing the notion of building sex education into the curriculum, I asked whether they would not be embarrassed to talk about sex with a teacher they saw around all the time. "Well, yes, maybe," said the same boy, "but perhaps we need not have a teacher—perhaps we could have a proper person".

I am beginning to believe that it is almost impossible to be both a teacher and a "proper person". It has taken me 12 years to be as sure as I am now, and it might take a few more to be absolutely sure. However, given the choice, if that is a choice, there is no question as to which I would rather be. That is why I think I shall probably give up teaching in two or three years.

I shall not really want to. I enjoy being with and working with young people, and learn new things from them all the time. I get a great deal out of reading and talking about literature with students of all levels, and out of our mutual struggles to write.

I even surprise myself by enjoying a large part of the organization of a minor department. I also value the weeks in of school (some people call them holidays), and the freedom and space that gives me to decide what to do with my time.

I teach in a large, well-run, rural comprehensive. It has few of the problems normally attributed to comprehensives. It has few "difficult" kids, very little ill discipline; it is often pleasant to be in the classroom; not something to be dreaded or "faced".

Because it is a large institution and efficiently organized, there is a lot of paperwork, and the staff seem to work hard. It is a good-humoured staff, with little of the bickering and tension I have met in other schools.

However, in spite of the supportive and friendly atmosphere, there is still a great deal of pressure. It comes from the expectations we have of each other (and ourselves) and the demands we constantly make on each other—so that there are no slack times; there are always more things to be done than time allows; we never "catch up". At the end of each term most people are genuinely exhausted.

Yet my own exhaustion is partly my fault. I set myself high standards, often unreasonably so. I am unhappy and dissatisfied if I do not perform a task as well as I can, even if it is something I do not wish to do. I am constantly exercised by my inability to say "No, I won't do that", or "That'll do", or to postpone putting off ideas into operation.

I have known for some time that I do not want promotion in schools—I do not want to be a deputy head or head,

nor a teacher trainer. And although I enjoy being a head of department some of the time, I do not fancy doing that for another 27 years.

Why can't I be a "proper person" in teaching? I think one of the main reasons is the built-in schizophrenia of the job, the permanent conflicts. Talking casually with a couple of fifth years, it emerged that I'd been to a local pub.

"What? You go to pubs, Miss?" said one, in total amazement.

"Certainly I do", I replied, "quite often."

"How often?"

"At least a couple of times most weeks."

"You mean to say... you mean... that you go to pubs... with your friends to pubs... just like ordinary people?"

Now, I'm fairly sure that an "ordinary person" is not quite the same thing as a "proper person", but I am quite sure that teachers are not usually reckoned to be either. Not, perhaps, in quite the sense that that student meant (after all, there are still kids who don't imagine teachers having any personal life outside school), but in a real and chilling sense nevertheless.

There is much talk, and a certain amount of factual information, about stress among teachers. There is a high incidence of mental illness and nervous strain. It is generally recognized there is a good deal of pressure in the job. An analysis of the stress I experienced suggests that some of it at least is caused by unresolved conflict.

There are two main strands to that conflict, one easier to deal with than the other. The first is the number of different and often explicitly contradictory roles teachers have to fulfil. I have listed the various roles I will normally be expected to take on in a not untypical day (see opposite). These roles are not substantially different because I am a head of department; most of them are the same for other non-teaching jobs.

The roles are fairly standard for management jobs. But how many students choosing teaching as a job think of it as a management job, managing people, and are aware of these roles and their effects? I know I didn't when I started. Managers get where they are by promotion and choice, and if they also manage people, those workers are (in theory at least) usually free to work somewhere else should they want to enough.

As teachers, we have to take on management roles towards students who do not necessarily choose to be at school, who are not paid to be there, and who are not free to go somewhere else. I believe this is a great underlying pressure on teachers.

It is not so much the fact that teachers are expected to perform these roles that disturbs me, so much as the pressure it places upon us when we have to adjust between them. The conflict can be considerable at a personal level. For example, if I do not believe I have the right to tell



people what clothes to wear, and I work in a school that has a uniform, and if I have to reprimand a student for not wearing that uniform, I am facing a conflict of personal integrity.

Changes of role occur frequently; one can have to switch five or six times in half an hour. No wonder children, who value consistency to adults, think we're not "proper" people. This vacillation (from shouting to consultation to joking to advising to explaining to warning) causes personalities which are difficult to sort out, but which we feel.

We all know teachers who are mild, gentle people, but who can be raising their voice in the classroom. What does this do to us? Why is there so much meanness about us?

Is it because the "little horrors" are too much for us, as is commonly supposed, or is it that the "big horrors" is too much—the horror of being so confused by the contradictions of our daily lives that we end up not knowing who we are?

Many times, in the quiet spaces, I find myself wondering how I could have made with that, how guilty I feel about something else. The teaching profession is

pupils are working class. What should we do about the gulf that exists because we do not take account of that difference? Are the education cuts going to have more effect on the middle class or the working class? And what will be the nature of that effect? How are the cuts going to affect the kind of teaching we do?

The great debate has not asked these questions, let alone answered them. But the questions do not go away. I do not ask them as openly as this too often, even of myself, because they highlight the gulf in a frightening way. That gulf is also being pushed wider and wider apart by the cuts, by the "standards" debate and the rearranging action on the curriculum, by the qualification chase. With that kind of jobs at my feet, how can I be a "proper person"?

Perhaps, in two or three years' time, after 15 years in teaching, I will have the courage to find something else to do which does not place me in constant opposition to myself, feeling that what I am doing is not what I should be doing. Perhaps I could find a job that does not make me so tired and irritable that I take it out on those closest to me. I hope so; but I will miss the kids.

Penny Blackie is head of English, Churchill School, Bristol.

- 8.20 Arrive after half-hour drive.
- 8.30-9.00 Get ready for day. Bands present for lesson (reprographic assistant). Advise colleague about a lesson (adviser). Attend five minute staff meeting.
- 9.00-9.30 Tutor sixth-former on future career (careers adviser). Take register (attendance officer). Reprimand student for being noisy in library the previous day (policewoman/probation officer). Try to cheer up someone who is depressed (counsellor). Attend assembly.
- 9.30-10.45 Class time: various functions (teacher, actor, guide, adviser). Show at noisy group (policewoman). Interruption: time-table query (administrator). Interruption: where are some books? (resource provider).
- 10.45-11.05 Coffee break. Consult with or be consulted by three people on matters of marking, administration, and discipline (general).
- 11.05-12.20 "Free" time. See bursar about orders and cancellation (planner). See parent (counsellor). Set exam paper (examiner). Type minutes of meeting (secretary). Arrange theatre visit (organizer).
- 12.20-12.40 Lunch in staffroom.
- 12.40-1.00 See student on teaching practice (about a lesson teacher trainer).
- 1.00-1.30 Swimming pool duty (lifesaver).
- 1.30-2.40 Sixth form class (tutor).
- 2.40-3.15 Watch student teach (teacher trainer).
- 3.15-3.50 Class in library (librarian).
- 3.50-5.15 Meeting with primary school heads (liaison/counsellor).

An affair of the heart

Derek Hamilton, a Canadian teacher, worked regularly last year in a London comprehensive while pursuing his postgraduate studies. How did he find the system compared with his own?

What impressed me most about London schools was the riot of things that is likely to be going on in them at any time during the day. Set this against my experience in my small home town in Eastern Canada, and you will see what I mean.

Critics often unkindly say that in Canada the same thing is likely to be taught at the same time to the same grade throughout an entire province. Theoretically, the argument goes, the "lost" "nevermore" of *The Raven* should toll through every grade IX classroom of the Province of New Brunswick at approximately the same time.

This argument isn't true any more, but there is enough truth in it to suggest the starkness of the difference that I see in London schools. Take the absence of emphasis on an academic grading system. In most of Canada a child's schooling is divided into neat packages of nine years' duration each. At the end of each year of secondary school pupils are assessed, and either promoted to the next grade, or failed and held back to repeat the year with a newly promoted class.

This masterpiece of bureaucracy ensures that only the pupils who have done the things they ought to have done get to the higher grades of high school. Imagine how this affects the make up of those senior grades, and what great power the idea of failure exerts. Imagine also the dismay and chaos that can reign in those lower grades, where the failed pupils finally settle like human sledge to wait out their time until leaving age. Pupils may be acquiescent, but they have ways of getting back.

Of course it is not all sweetness and light in London, and I do not know which of the two imperfect systems works better. British fifth year classes, especially, are prone to have members who have years' class lost track of what is going on and who frequently bring class progress to a halt with outbursts of anger and frustration. Discipline often seems to be a problem, and at least in small measures, the egalitarian approach is in blame.

For despite ungraded classes and the lack of emphasis on exams, at the end of every pupil's school career lurks the spectre of O levels or the CSE papers. And at least in some schools O levels are valued so highly that those who are relegated to write the CSE papers must feel that they have, somehow, failed before they have begun.

In Canada our problems are more neatly swept under the rug. With so many exams in secondary schools, pupils are allowed to establish the habit of failure early. Thus, the school is given an excuse for its inability to teach some pupils—after all, they have been failing for years—and the pupils are themselves confirmed in their opinion that they are stupid.

Of the two approaches I favour the British, if only because it allows for the old pupil who, for some mysterious biological reason, develops late. Besides, what in the world is the use of failing a pupil in English because they hated *David Copperfield*, and then forcing them to do it again?

What I find harder to assess is the profusion of types of schools—comprehensive, grammar, secondary modern, public and private—and the knots within in the types, ranging from very good to very bad. I am referring to schools which are funded in large part from the public purse, and this is what baffles the North American mind.

For as, things which are publicly funded tend to adopt what Nixon called a low profile and be coloured in bland Civil Service grey. This is a perfectly natural if depressing fact, as these public institutions are at the mercy of those with the energy and inclination to complain to the Minister of Education.

Naturally there are variations within this system, but by and large a public high school in Vancouver will be quite remarkably similar to a public high school in St. John's, well over three thousand miles away. The only notable exception to this is in Quebec, which indicates that perhaps there is hope for us yet.

The whole British tradition is different and a good deal older than ours, and is changing quickly. But I am still astonished at the profusion of sheer differences: schools with corporal punishment; schools without; schools with uniforms; schools without; schools which are almost punitively demanding on pupils' behalf in a totally arbitrary and peremptory fashion.

The richness of these types is both good and bad, but the simple fact is that parents often do not know what to expect when they send their child to school. How, for example, are the candidates for O levels and CSE exams selected? Are parents and pupils consulted? Is there a

fund of objective evidence on which the decision is made?

In many cases the answer to these questions is yes. But in too many cases the decisions are made by default, with reference more to the teacher's prejudice than to anything else. When I see some of these excesses of such a mixed system I lose my nerve, and long for my own Civil Service grey one.

In London the teachers' approach to their work seems to be much more individual and personal than in Canada. This attitude is, for better or for worse, mirrored in the different teachers' unions, which seem to be nearly as profuse as the types of schools. As a result industrial action tends to be fragmented and spotty.

In Canada the unions are monolithic, and are much more in control of the head than they are here. When contracts are being negotiated there are an increasing number of work-to-rule, and strikes affecting hundreds of thousands of people. Living in London has convinced me that this need not be the case.

I am not advocating small fractious unions which work at cross-purposes. But I do think that diverse associations allow more for individual differences and preferences. In Canada too often pupils are used as chips in a ruthless game between a huge union and a provincial government. There may be those who would like to have it so here. But their chances for success are a lot less than they are in Canada.

I don't want to sell by my own system short. In some ways it is the equal and even the superior to the one I have seen here. But after a year I am drawn strongly to what I have seen in London schools. I think that teaching in London is an affair of the heart. It must be. How else can one explain how so many teachers daily face the size of the problems that they do?

In one ILFA school I worked with immigrant pupils whose background and upbringing was so different from mine that I could only guess at what it must have been like. And yet regularly teachers must attempt to teach these pupils whose cultures often exclude each other, as well as the teacher.

It is here, at the intersection of the demands of the school system and the needs of the pupils, that I find so much to admire in the creativity of London schools.

Derek Hamilton teaches in a secondary school in Ruthesay, Canada.

24 Books/Literature/Society

Gentle-violent man

Jack Cross on Rudyard Kipling

The Strange Ride of Rudyard Kipling. By Angus Wilson.

Kipling always asked that his works should be examined but that we should "seek not to question" his life. His biographers—

Mr Wilson recognises that the roots of Kipling's anxieties and fears lay buried in his childhood experiences and retells the story of how the once-successful derring-do Ruddy was dumped in England on to an unloving and often cruel foster-mother.

For Mr Wilson is clearly a kind and gentle man and has had to try very hard to come to terms with much of the violence, contempt (for all the lesser breads without the Law), and out-and-out cruelty he finds in much of Kipling's work.

Which mother's mine?

Margaret Kornitzer

Adoption: A Second Chance. By Barbara Tizard.

Dr Tizard (senior research fellow at the Thomas Coram Research Unit at London's Institute of Education) has made a study of children adopted by strangers or restored to their parents after an infancy in an institution.

Adoption: A Second Chance advances evidence that children adopted after infancy from an institution do far better than children similarly restored to their natural parents.

The word "restored" used here is a misnomer. Of 35 children between two and four years old restored to parents, only three had actually stayed previously with their mothers.

Perhaps, too, Angus Wilson neglects the fact that while Kipling such popular esteem as one who served in the East and has heard long-serving orphans quote rears of his verses into the Burma night, usually finishing with the wretchedly Swindonian cadences of Tom's Doermer: I can certify that, at least up to 1944, the spirit of the Soldiers Three still lived on.

Truth/myth

Michael Jones

God and the Universe of John Hick.

Is traditional Christianity still viable? Or is contemporary scientific knowledge a stunning blow to Christianity?

What then of Christianity's traditional differentiating belief that Divine Christ revealed himself to humanity and uniquely? The Universe of John Hick.

There is, understandably, a tendency to play safe in writing for young children. But resorting to the well-used formula is not necessarily a bad thing as it makes clear from a sampling of recent beginner books, most of which are able to speak within the framework of established conventions.

May I help you?

Rowland Berry

Breakaway. By Angela Williams.

In society as well as the adolescent's hostility and search for a separate identity may contribute to a choice of partner whose values differ from her parents. Society is now less structured, less supportive; and the child's personality is not just being formed but is being re-formed to conform to the values and security of the parents' mores, but to survive as an autonomous individual.

The punch-packed ray style is not an appeal to all. The writing of the book is not as good as that of the author's previous work. The book is a good one, but it is not as good as the author's previous work.

Three common causes of the breakaway are class prejudices, problems of control, and sexual attitudes. Parental strife and separation are well-known sources of the identity problems of the adolescent.

Paperbacks

The Man who sold 'No' by Geoff Trower.

In presenting a story, a gospel in letters and a collection of prayers in a strikingly vivid style, the author has succeeded in conveying the essential spirit of the Christian message.

Even the Book of Proverbs is made more for today. That's the title of this Jewish Wisdom literature guide to the perennial problems of life.

Among this week's contributors: Rowland Berry is a consultant psychiatrist specializing in work with young people.

Michael Jones is at St John's College, Guildford. Margaret Kornitzer is the author of 'Adoption' (Penguin).

25 Books/Geography/Children's literature

New routes to O level

B. S. Roberson

Place and People.

1. Village. Town and City. 2. Landscapes in Focus. 4. Farming and the Countryside. 5. Industry and Resources.

Place and People: A Guide to Modern Geography Teaching. Edited by Stewart Dunlop.

The advent of the new geography in Britain can be conveniently dated by the publication of Frontiers in Geographical Teaching in 1965.

Children's literature

Pachyderms

The Olly-Pant Series (4 books).

The Dusty and Smudge Series (4 books).

There is, understandably, a tendency to play safe in writing for young children. But resorting to the well-used formula is not necessarily a bad thing as it makes clear from a sampling of recent beginner books, most of which are able to speak within the framework of established conventions.

the early days in its more extreme simplices, and the present series is clearly based on considerable classroom practice.

The level is fundamentally that of 11-12 year olds. There is, in fact, an attempt to popularize the less able, but the work is carefully graded and exemplified, and well within the grasp of the reasonably intelligent child.



This ancient burial chamber at Diffion is one of the landmarks in Wales.

Around the world

Bryan Waite

World Topics: Man the Explorer.

Exploiting the Earth's Resources.

Cold and Temperate Lands.

World Health.

This series of colour units has the same high standard of presentation and freshness already achieved in previous handbooks.

Energy locations

Settlement Problems.

This neat, interesting and well-presented book deals with the geographical study of settlements, rural towns, living in suburbs, rebuilding Britain's towns and selected urban studies from overseas.

There are more than 150 black and white illustrations which are well located in relation to the text, and a large number of directed exercises and activities associated with each chapter.

Geography's place

Evaluating the Geography Curriculum.

This critical and constructive analysis of the content of school geography today, throws considerable light on the philosophy and methods of curriculum reformers.

The book falls into two parts, and in each one the word evaluation has a somewhat different emphasis.

Resourcefulness

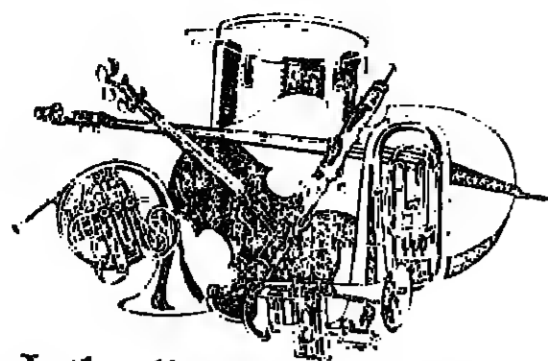
A Dictionary of Terms and Concepts: Earth Resources.

These two "dictionaries" taken together provide a striking and disconcerting contrast. While Earth Resources is a fine instant guide to many terms likely to be encountered by even the most casual student of the Earth sciences, with an excellent guide to further reading.

introducing VISION R.E. FOR THE SLOW-LEARNER. Compiled by Ian Wragg. Slow Learners make up the least able 25 per cent of a fully comprehensive school.

The Illustrated London News SOCIAL HISTORY OF EDWARDIAN BRITAIN BY JAMES BISHOP. This is the second volume in this series, which draws on the archives of The Illustrated London News.

Energy locations. Settlement Problems. This neat, interesting and well-presented book deals with the geographical study of settlements, rural towns, living in suburbs, rebuilding Britain's towns and selected urban studies from overseas.



Is the discovery of a child's musical talent worth 50p a week?

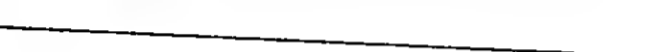
With the new "nationwide" Boosey & Hawkes Musical Instrument Rental Programme, we can give children the right start in music.

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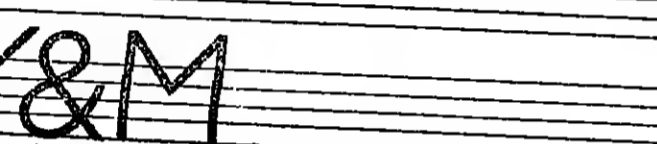
The programme makes it easier for them to decide which instrument is ideal for their use, on a try before buy basis.

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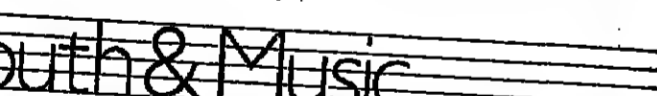


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Start them young



hornby shewes JOHN HORNBY SHEWES (RO) LTD School House, Fulham, London SW14 4LX

continued from page 37 processes with meaning, imposed on all types of sensory stimulation... This is the school environment children are open to much more varied and complex sensory experience. The media, in particular, use visual and auditory effects to such a degree that cross-modal awareness in vision and sound is now highly developed. This being the case, we should be examining this type of stimulation and exploring the significance of cross-modal sensory awareness and communication in the development of children, both normal and handicapped, and assessing its likely role in the curriculum in schools and colleges.

Recent activities in schools concerning seeing and hearing have produced many attempts at cross-modal expressions, often at a home, unstructured and possibly unrewarding nature. Before an assessment of a likely role in the curriculum is possible it is necessary to examine the nature of auditory visual expressions where, by such attempts to complement the other.

A most common form of this type of expression is where an arbitrary symbolisation is used to link visual and auditory space. In this type to the spatial deployment of various geometric shapes, for example, or to the patterns on a leaf, or to physical movements around an enclosed space can be ascribed various auditory movements. The problem is that this communication of the hearing almost impossible without explanation. My experience in this field suggests there are at least three types of arbitrary symbolisation: (1) aural symbolisation, (2) aural symbolisation, and (3) correlating between those types are to do with the nature of cross-modal relationships between visual symbols and sound. Arbitrary symbolisation ranges from verbal notations, such as Stockhausen's "From the Seven Days", to graphic notations by Earl Brown, Cages, etc., and those of the type described whereby a kind of ordered relationship exists between the visual display and the sounds related to it.

An ordered type of symbolisation is one where musical practices are symbolised systematically by visual shapes. Such an activity, as an example, and here certain visual symbols have ordinary meanings, a systematic nature. A minimum for such an activity is an ordered relationship with a quarter note, etc., and in turn, the symbol in a similar ordered relationship with the sounds each represents.

Table with 3 columns: A variety of small drums, Large symbols, handwriting, etc., and Symbolizer or tone generator.

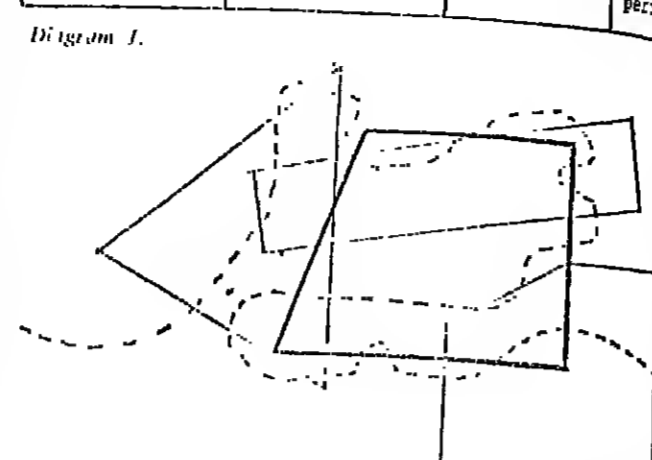


Diagram 2 shows a similar shape to Diagram 1, but with different internal lines and connections, illustrating a different type of symbolisation.

Each of the four shapes represents a different type of symbolisation. The five-sided figure represents activity for example, maracas and hissing noises, the central four-sided figure, a triangle for a variety of drums, and the star, the dotted line shows the activity is organised in a square but the activity is irregular. Each dot passes over a shape so suitable activity takes place. Alternatively a conductor can trace a path across the shapes with a human voice. This is still arbitrary symbolisation, even will these improved relationships, ordered relationship cross-modally in a rectangle such as that between a crotchet followed by a minia. But

Robert Walker is senior lecturer in music at Hull College of Higher Education.

Values and identities

Barbara Barry on musical education in Israel

Even to the casual observer, Israel is a country inconstant with paradox. The large-scale contradiction of a modern technological society transplanted to the Middle East is everywhere reflected in day-to-day affairs, visually interesting and strangely touching: bearded, patriarchal *Ebhadon* in broad-brimmed hats scrapping on highways with ultra-orthodox and the omnipresent soldiers.



The contradictions, though, are greater than these simply of West and East, youth and age: they form the tensions in the fabric of the society itself, between its fiercely nationalistic but non-observant Jews and the fervently religious, between the ever-present semi-civilised Moslem and Christian Arabs and the Israeli and between the two sides of the great cultural and economic divide of the Jewish and the middle-east, articulate, white-collar Ashkenazi minority of whom are the main, Polish and Russian Jews, who came to Israel after the Second World War on the one hand, and the poor, culturally deprived Oriental and north African Jews—the *Sephardim*—on the other.

As with all immigrant communities, the problems of the *Sephardim* are not merely economic, but of settlement, housing and jobs, but linguistic, and what could be described as the "cultural gap". Sensitivity to this cultural disparity has been shown in a recent Israeli educational profile (Israel National Commission for UNESCO, Ministry of Education and Culture, June 1976) in which one of the stated educational aims was to discuss the relation between the socio-economic background and educational opportunity.

It is against this, drawn back-ground that four special projects for underprivileged children of three to six years are being launched. One of these, the second is a music programme, piloted by Carol Orbach at the University of Tel-Aviv. It consists of an integrated course of tapes and material, which allows for each child to respond in the different ideas presented, working in his own book.

The three musical activities of listening, creating and performing are developed side-by-side, the programme having enough flexibility for each child to progress at his own speed and to respond in the taped examples by selection of materials—like coloured buttons and blocks—like musical games. The planned course is supplemented by a listening library of additional material, so that a child can select more of a favourite instrument or group to listen to in his own time.

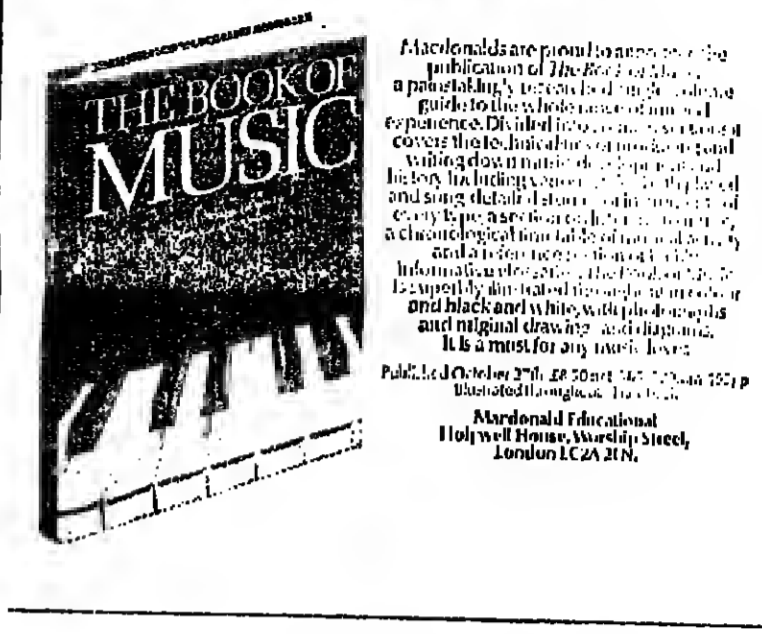
In addition to individual activities, the programme includes group work, in which the experience gained of distinguishing different musical timbres, dynamics and pitches can be incorporated into, continuing activities of singing and playing. One of the main aims of the project is to develop the imaginative responses of children who have been deprived of creative stimulus; this lack has resulted in listening ranging from disturbed tautness to innumerable silence.

Yael Orbach is naturally optimistic; the programme has been in effect for three years. In taking this over, at the Mayers' invitation, we were worried by the possibility of ensuring their indefinite success and by the need to broadcast them for the BBC to exist for no other purpose. It is difficult enough to conduct; it is very difficult to talk about music to young people; it is difficult to do all this on the air and to interest adult listeners simultaneously.

We have therefore taken special pains to identify and engage conductors with this rare combination of talents and in Anthony Hopkins, Bernard Keefe and Christopher Seaman, among others, we have found three. The death of David Murray last year robbed us of a fourth and was a sincerely tragic loss; for Murray brought to the concert not only an infectious communicative personality, but also a repertoire of curly music which proved very popular with its young audiences.

The current season, which opened on October 22, as usual comprises six concerts and the repertoire ranges from Vivaldi and Bach to Ligeti and John Paynter (from whom we have commissioned a work for audience and orchestra) by way of Williams and Walli, not neglecting the great classical and romantic masters—Haydn, Mozart, Beethoven, Schubert, Tchaikovsky and Brahms—upon whose music Robert Mayer was brought up more than 30 years ago.

The Book of Music



Macdonalds are proud to announce the publication of *The Book of Music*, a paperback, illustrated guide to the world of music for children. It covers the history of music from the beginning of time to the present day, and includes information on famous composers and their works, and on the instruments used in music. It is a must for any music lover.

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In 1973 the BBC took over the direction of the Robert Mayer concerts for children

As the 1977 season gets under way Robert Ponsonby pays tribute to Sir Robert Mayer

Continuing the great tradition

If you look up Robert Mayer in Grove's Dictionary of Music and Musicians you are referred to "Children's Concerts". The entry that of Lady Mayer—Dorothy's mother, a gifted professional singer, whom he married in 1919. Sir Robert would not doubt accept both references as justly glad to be remembered for his pioneer work in bringing music—serious music—to young people; glad to acknowledge that Dorothy Mayer was often the one to conceive the ideas which he then carried out.

EULENBURG MINIATURE SCORES

Listed by many examining boards as prescribed study texts. Some examples of works chosen by various examining boards. FOR 1979 'O' AND 'A' LEVEL. The Four Seasons—Vivaldi—Eul. 1220/3. Quartet in 'D' Major (The Lark)—Haydn—Eul. 55. Enigma Variations—Elgar—Eul. 884. Horn Concerto No. 3 in 'E' Flat—Fauré—Eul. 1096. Symphony No. 3 in 'E' Flat Major (Erica)—Beethoven—Eul. 405. Mass for Four Voices—Byrd—Eul. 997. Siegfried Idyll—Wagner—Eul. 810. Concerto for Double String Orchestra—Tippett—Eul. 1331. Night on the Bare Mountain—Mussorgsky—Eul. 841. ERNST EULENBURG LTD. 48 Great Marlborough St., London W1V 1DB Tel: 01-437 1246-8.

Form for requesting a catalogue: CHECK YOUR REQUIREMENTS NOW AND SEND FOR OUR COMPLETE CATALOGUE. To: Sales Department, Ernst Eulenburg Ltd, Brunswick Road, Ashford, Kent TN23 1DX. Please send me your Eulenburg catalogue. NAME, SCHOOL, ADDRESS (TES 25/11).

PRIMARY Deputy Headships continued

DEVON
EDMUND PARK COUNTY JUNIOR SCHOOL
 Edna Park, Hordern
 Due to retirement a DEPUTY HEAD (2nd) is required for the school from 1st January 1978. The successful candidate will be responsible for the school's day-to-day running and will report to the Headmaster. The successful candidate will be responsible for the school's day-to-day running and will report to the Headmaster. The successful candidate will be responsible for the school's day-to-day running and will report to the Headmaster.

Other Posts on Scale 2 and above

AVON COUNTY
ST. MICHAEL'S R.C. JUNIOR SCHOOL
 St. Michael's, Stroud, Gloucestershire
 Application forms for the post of DEPUTY HEAD (Scale 2) should be sent to the Headmaster, St. Michael's R.C. Junior School, Stroud, Gloucestershire, by 15th December 1977.

ESSEX
ST. MICHAEL'S R.C. JUNIOR SCHOOL
 St. Michael's, Stroud, Gloucestershire
 Application forms for the post of DEPUTY HEAD (Scale 2) should be sent to the Headmaster, St. Michael's R.C. Junior School, Stroud, Gloucestershire, by 15th December 1977.

Scale 1 Posts

HERKSHIRE
ST. ANDREW'S R.C. JUNIOR SCHOOL
 St. Andrew's, Stroud, Gloucestershire
 Application forms for the post of DEPUTY HEAD (Scale 1) should be sent to the Headmaster, St. Andrew's R.C. Junior School, Stroud, Gloucestershire, by 15th December 1977.

Scale 1 Posts

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County of Cleveland

PRIMARY SCHOOLS DEPUTY HEAD TEACHER (Group B)

MADDER JUNIOR SCHOOL
 Maddeston, Cleveland
 Application forms for the post of DEPUTY HEAD TEACHER (Group B) should be sent to the Headmaster, Madder Junior School, Maddeston, Cleveland, by 15th December 1977.

Scale 2 Post

ST. ALBAN'S C.E. (Aided) PRIMARY SCHOOL
 St. Alban's, Stroud, Gloucestershire
 Application forms for the post of DEPUTY HEAD (Scale 2) should be sent to the Headmaster, St. Alban's C.E. (Aided) Primary School, Stroud, Gloucestershire, by 15th December 1977.

Scale 2 Post

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 St. Alban's, Stroud, Gloucestershire
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Scale 1 Posts

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Primary School Vacancies - January 1978

(1) **THOMAS GAMUEL INFANTS' SCHOOL**
 Gamuel Road, London E17 8BS
 Headmistress, Miss S. J. Brooks
 SCALE 1 temporary (one term) appointment for a vertically grouped class in a team-teaching situation.

Scale 2 Post

ST. ALBAN'S C.E. (Aided) PRIMARY SCHOOL
 St. Alban's, Stroud, Gloucestershire
 Application forms for the post of DEPUTY HEAD (Scale 2) should be sent to the Headmaster, St. Alban's C.E. (Aided) Primary School, Stroud, Gloucestershire, by 15th December 1977.

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Primary School Vacancies - January 1978

(2) **ROGER ASCHAM JUNIOR SCHOOL**
 Bliffet Road, London E17 6DS
 Headmaster, Mr E. D. Speed
 SCALE 1 teacher for Middle Juniors.

Scale 2 Post

ST. ALBAN'S C.E. (Aided) PRIMARY SCHOOL
 St. Alban's, Stroud, Gloucestershire
 Application forms for the post of DEPUTY HEAD (Scale 2) should be sent to the Headmaster, St. Alban's C.E. (Aided) Primary School, Stroud, Gloucestershire, by 15th December 1977.

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Waltham Forest

London Borough of Waltham Forest

Scale 2 Post

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CITY OF BIRMINGHAM EDUCATION DEPARTMENT

St. Monica's R.C. Junior School
 Chantry Road, B13 8DW.

DEPUTY HEAD TEACHER

Required Easter 1978 (April) or preferably Spring Term, January 1978. Deputy Head Teacher Group 1. The Managers of the school would be pleased to receive applications from suitably qualified Roman Catholic men and women teachers (S.P.S. Allowance £201 or £276 p.a. Application forms may be obtained from the Correspondent Manager of the school. Closing date for applications: Friday, 2 December 1977. There is a scheme for assistance with removal expenses.

Required as soon as possible -

Two Qualified Teachers (Scale 1)

for the English as a Second Language team -

(1) For work in a primary school (probably including nursery) for English as a Second Language teaching with withdrawn groups and also alongside class teachers, close liaison being essential.

(2) For work with secondary-age children attending the Abolition Language Centre. This teacher should be interested in applying infant classroom methods of work with older children.

This is a demanding work requiring careful preparation, imagination and willingness to work in a team. Qualifications; special interest in multilingual work and language; thorough grasp of the initial teaching of reading and/or qualifications in EFL/Multicultural Education.

Application forms and further details (B.A.E.) from: Mrs J. M. A. P.D. Director of Education, City of Birmingham Education Department, 215 Colborne Row, Birmingham B2 9PQ.

Nottinghamshire County Council

Required as soon as possible -

Two Qualified Teachers (Scale 1)

for the English as a Second Language team -

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SECONDARY
Domestic Subjects
continued

specification being deferred until...
...of related subjects available...
...in approved cases...

Other Posts on
Scale 2 and above

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The TES Goes To Work

THE TES NOW PROVIDES ON ITS "SCHOOL TO WORK" PAGE EACH WEEK, SPECIALIST NEWS —AND CONTROVERSIAL— RELATIONSHIP BETWEEN EDUCATION AND INDUSTRY AND THE TRANSITION FROM SCHOOL TO WORK.

Industry and education need to know about each other. They also need to keep tabs on the rapidly growing activities of the agencies and organizations, public and voluntary, that deal with young people.

The "School to Work" page supplements the attention being paid throughout the paper to the needs and interest of industrial trainers, careers specialists, youth workers, and all those concerned with equipping the young for a full adult role.

The Times Educational Supplement's coverage of education has always been broad, and it has regarded industrial training and youth affairs as part of its field. In the past two years the growing national and professional concern has been reflected in the increased space and prominence given throughout the paper to these matters. The most important developments and initiatives by central government and others, such as the new national programme for school leavers, are often disclosed or foreshadowed in the TES before you can learn about them from any other source.

TES—The weekly for news about education at all levels—including vocational training.

From newsagents on Fridays price 18p.

THE TIMES Educational Supplement

SECONDARY
English
continued

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OVERSEAS TEACHING POSTS

TEACHERS OF ENGLISH (Venezuela)

British Council Institute, Maracaibo and Ciudad Guayana... 5 posts at each Institute...

REGIONAL ENGLISH LANGUAGE TEACHING ADVISER (Yemen)

Ministry of Education, Teiz... Responsibility for developing and inspecting ELT throughout the region...

LECTURER IN ENGLISH (Poland)

Department of English, University of Gdansk... Required for January 1978...

LECTURER/SUPERVISORS (Venezuela)

British Council Institute, Ciudad Guayana (2 posts)... Degree with postgraduate TEFL qualification...

OVERSEAS Appointments continued

AFRICA

TEACHERS OF ENGLISH... Applications are invited from suitably qualified persons...

KINWA

Voluntary Service Overseas... Applications are invited from suitably qualified persons...

SPAIN

TEACHERS OF ENGLISH... Applications are invited from suitably qualified persons...

SPAIN

TEACHERS OF ENGLISH... Applications are invited from suitably qualified persons...

LANCASHIRE

TEACHERS OF ENGLISH... Applications are invited from suitably qualified persons...

NORTH TYNSHIRE

TEACHERS OF ENGLISH... Applications are invited from suitably qualified persons...

SEFTON

TEACHERS OF ENGLISH... Applications are invited from suitably qualified persons...

YOUTH AID (1) EDUCATION OFFICER (2) RESEARCH ASSISTANT

Youthaid is a research and information group concerned with youth employment, education and training... The position of EDUCATION OFFICER is a senior appointment...

Administration Local Education Authority

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County of Cleveland EDUCATION DEPARTMENT

SENIOR ASSISTANT EDUCATION OFFICER

Co-ordination, Planning & Development

£8,110-£9,707

Applications are invited for the above third-tier post in the Education Department... The successful candidate will be responsible for the co-ordination, planning and development of the County Education Office...

CITY OF LONDON SCHOOL

GENERAL MANAGER

£11,000-£12,000

GENERAL MANAGER

£11,000-£12,000

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Department of Education

PRINCIPAL ASSISTANT, HIGHER EDUCATION

Salary Scale P.O.213) £6,226 to £6,006 plus supplements of £812 and £208 p.a. The fourth tier post in the Education Department is likely to be involved with the work of the Authority's four further education colleges...

HERTFORDSHIRE COUNTY COUNCIL Careers Service

SENIOR CAREERS OFFICERS (2 POSTS)

1. North Hertfordshire. 1. Occum (Hemel Hempstead, Hemel Hempstead) Salary: £3,875 to £4,025 plus £312 Supplement, Plan 2 and appropriate Fringe Allowances...

CAREERS OFFICERS (3 POSTS)

1. Mid Hertfordshire. 1. East Hertfordshire) Salary: £2,922 to £3,702 plus £312 Supplement, Phase 2 and appropriate Fringe Allowances...

NORTH YORKSHIRE COUNTY COUNCIL SENIOR EDUCATION WELFARE OFFICER

Skipton

Salary: AP4 (£3,265-£3,702) per annum plus £495.90 to £512.70 annual supplements Applications are invited from men and women, preferably with good experience for appointment as Senior Education Welfare Officer, Skipton area...

CAREERS OFFICER

AP3/4 £3618-24298 p.a. plus 5% Supplement subject to a minimum of £189 p.a. and a maximum of £298 p.a.

Applicants must be qualified Careers Officers but both experienced and inexperienced candidates will be considered. The post is attached to the Hayes District Careers Office but the postholder should be prepared to be mobile within the Borough...

Durham County Council Education Department

AREA SENIOR EDUCATIONAL PSYCHOLOGIST

Salary Scale—Durham Head Teacher 9 equivalent... Applications are invited for post of area senior educational psychologist... The post is attached to the County Educational Psychology Service...

Education Welfare Officer

Salary Scale £3,126 to £3,983, plus earnings-related supplement... Applications are invited from suitably qualified and experienced men and women for appointment as soon as possible...

ILLINGDON

Application forms and further particulars available from the Personnel Officer, Civic Centre, Ilkley, West Yorkshire LS29 9JX. Closing date: 9.12.77.

Education in a different dimension.

A lot of educational jobs can be fairly predictable and routine. The job of an RAF Education Officer is neither of these.

Maybe we can tell you why. In the first place an Education Officer in the RAF, whether a man or a woman, is in a very responsible position because the Service has a crucial job to do. The maintenance of the highest standards of training is imperative. Our existence might depend on it.

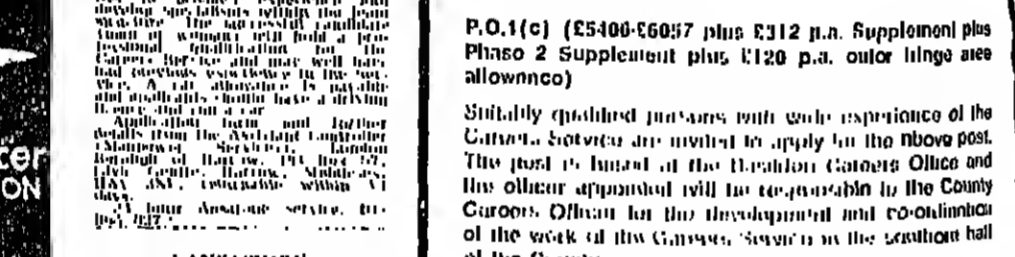
Secondly, there is the nature of the job itself. The RAF is a big organisation, of over 80,000 people. It is also a committed organisation. The people in it are there because they choose to be. As an educator you will find yourself dealing with people who really want to learn. Your work may range from the instruction of young apprentices to the tuition of university graduates...

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Please send me information about a career as an Education Officer in the RAF.

Name: Address: Date of Birth: (Special application may be made in the UK.) With this coupon please enclose, in confidence, a brief curriculum vitae. You should be a graduate, preferably qualified to teach.



LANCASHIRE COUNTY COUNCIL SENIOR EDUCATION OFFICER

Applications are invited from suitably qualified persons... The successful candidate will be responsible for the co-ordination, planning and development of the County Education Office...

THE SAVE THE CHILDREN FUND Schools and Universities Officer

The Save the Children Fund is currently seeking for the Cambridge area to take up a newly created post with Save the Children. The successful applicant will be responsible to the Area Organiser for Cambridgeshire and Lincolnshire...

THE SAVE THE CHILDREN FUND Schools and Universities Officer

The successful applicant will possess teaching experience. A capacity for effective public speaking and the ability to work without supervision are essential. The appointee will work from home, but will have a desk in the offices of the Fund's Cambridge Project. Adequate expenses, including car will be provided.

For further information contact Mrs J. Evans on 01-582 1414 or apply for an application form to: The Personnel Officer, Save the Children Fund, 107 Clapham Road, London SW9 0PT.

The Save the Children Fund

LONDON BOROUGH OF BARKING

EDUCATION DEPARTMENT Section Head—Staffing

Salary is in accordance with APS of JNC Scales, £4,422 to £4,882 per annum, plus earnings-related supplement. Suitable candidates might receive a commencing salary above the minimum.

Applications are invited from suitably qualified and experienced persons for this post in the Staffing Section. The Section deals with all matters concerning the procedures for the appointment and payment of teachers and ancillary staff in schools. A thorough working knowledge of the Barnham Report is desirable and of the regulations concerning the appointment and employment of teachers. Some knowledge of the National Scheme of Conditions of Service is also required. 38-hour, 5-day week, 21 days' annual leave, sick pay and superannuation schemes.

Education Welfare Officer

Salary Scale £3,126 to £3,983, plus earnings-related supplement... Applications are invited from suitably qualified and experienced men and women for appointment as soon as possible...

Further particulars and forms of application obtainable from the Chief Education Officer, Town Hall, Barking, Essex. On receipt of a stamped addressed foolscap envelope. Closing date: December 12, 1977.

Durham County Council Education Department

AREA SENIOR EDUCATIONAL PSYCHOLOGIST

Salary Scale—Durham Head Teacher 9 equivalent... Applications are invited for post of area senior educational psychologist... The post is attached to the County Educational Psychology Service...

Education Welfare Officer

Salary Scale £3,126 to £3,983, plus earnings-related supplement... Applications are invited from suitably qualified and experienced men and women for appointment as soon as possible...

Further particulars and forms of application obtainable from the Chief Education Officer, Town Hall, Barking, Essex. On receipt of a stamped addressed foolscap envelope. Closing date: December 12, 1977.

ILLINGDON

Application forms and further particulars available from the Personnel Officer, Civic Centre, Ilkley, West Yorkshire LS29 9JX. Closing date: 9.12.77.

Celebration in the air

Hilary Finch on music and education

Messiah-time is coming round again. Festivals for this and other appropriate festive works are beginning to flourish in the north of England, that bastion of the English choral tradition.

But how many young people are getting a look in? Roy Rimmer, music adviser for Leeds and director of the Bradford Festival Chorus, keenly aware that many choral societies are getting a bit long in the tooth, asked himself this question and answered it by forming a new choir, the Leeds Youth Chorus, to bridge the gap between high schools (where there are fewer and fewer SATS choirs) and the local choral societies.

The first rehearsal, directed by Mr Rimmer with the help of Richard Hoodworth, a local settler, took place near the beginning of term in September. Now about 70 singers aged 14 to 21 from high schools, colleges and work throughout the Leeds Metropolitan area are devouring Handel, Purcell and Constant Lambert one evening a week—and this despite homework and transport difficulties (the new Leeds area is almost as big as the old West Riding).

Mr Rimmer plans for about 250 singers eventually, and hopes to be taking the choir around to recruit more members. They are going to Kirriway next year and in December 22 they will be giving their first concert at St Michael's Church, Headingley—Carols and new—and, of course, extracts from Messiah.

At the other end of England, a choir of over 300 young people from 11 independent and independent schools in Surrey will be joining



Equal temperament

Equal temperament. "One might imagine this to be as referring to the type of performance whose contours are untouched by whatever music happens to be played. Such players can remain unmoved as they plod through the music, like a machine or the botchery of Baroque. Of course, we all know that equal temperament really has to do with the things at all (especially in a Well-Tempered Clavier). But for those who want to make music, certain (and also check up on the true meaning of canon, crooks, decoration and texture then Antonio Hopkins's *Daughters of Music*, illustrated by Marc and published by Oxford (£1.95), will enlighten and reassure.

Trilogy of trouble

Christopher Griffin-Beale

Billy, Jimmy, Aycliffe. Thomas Television Tuesday nights. Thomas Television's trilogy about violent children is to be praised for attempting to aid public understanding and for doing so, thanks to producer/director Michael Whyte, without a trace of sensationalism.

After *Billy* and *Jimmy*, two programmes about individual children, the trilogy ends next Tuesday at 10.30 pm with *Aycliffe*, a film about an assessment and treatment centre.

Devoing a programme to one child raises special problems, not least the psychological impact of the publicity on the child. And even with that particular focus, one still does not know enough about the individual case to judge the conflicting evidence. Moreover, in *Billy* and *Jimmy* we were alienated from the children by seeing them only recount their actions.

In *Aycliffe*, however, we observe violence itself and professional attempts to deal with it. The film succeeds because its subject matter lends itself to the techniques of a documentary (and skill) and its crew perform with skill, whereas an adequate exploration of individual psychology and family interaction demands the insight of a dramatist.

Billy's story, leading to his trial

Saturday spectaculars

Heather Neill on theatre and education

The Young Vic offers a world premiere tomorrow morning at 10.15 a ticket. *Abraham* is a play with music and magic by Victoria Wood, who appears as the magician's apprentice. This is the third Saturday morning session 11.10 to 12.10 for children of four and over. Future attractions include Desmond Jones, the mime, on Wednesday 3, concert by the London Sinfonietta on December 10 and on December 17, the Young Vic Theatre presents the first of the Tallentire Ensemble (class players from the Royal Academy and the Royal College of Music) with actors Nicky Katt and July Wilson in a party with cards, stories, poems and Victorian games.

The series began on November 12 with *Professor Crump* meets the *Deadly Eped* Musters, a phlegmatic allegory about some spectacularly outrageous but very practical and private, many instruments would have to leave the country.

Such is the plight of the Oxford Foundation for Historic Musical Instruments, which helps to fund and preserve priceless items like a 16th-century lute, a 17th-century harpsichord, a 18th-century spinet and a 19th-century grand piano. The Oxford Foundation, which helps to fund and preserve priceless items like a 16th-century lute, a 17th-century harpsichord, a 18th-century spinet and a 19th-century grand piano. The Oxford Foundation, which helps to fund and preserve priceless items like a 16th-century lute, a 17th-century harpsichord, a 18th-century spinet and a 19th-century grand piano.

Blanchette, Central Theatre. Alan Blanchette's new play, *Three Sutures of the Fall*, is set in a comprehensive school and involves 20 children from the Duke of York School, until December 10.

Oxford. The University Dramatic Society will present *Titanic of Athens* tonight and tomorrow at 8.00 and 8.30 pm.

The Women's Theatre Group are touring London with their latest show, *Prize Light*, a musical for 12 to 15-year-olds which examines "the social and personal dynamics that can arise when the individual and the image come into conflict". Available all over the country. 01-278 6782.

Look to the lady

John James reviews the RSC's 'Macbeth'

Take a small cold warhorse, 14 inches high, and a tiny figure, a circle of light on a dusty floor, back them with two large women, and you have the RSC's *Macbeth*. The two large women, the witches, are played by two of the best actors working together with concentrated power and you have the RSC's *Macbeth*. The two large women, the witches, are played by two of the best actors working together with concentrated power and you have the RSC's *Macbeth*.

Statements of the obvious

Frances Hill reviews 'The School Years'

The *School Years* (Mondays, 7 pm, Radio 3), a series of nine programmes, all aspects of school life as they affect children and parents, spends no much of its time stating the obvious.

"Junior school means getting used to a new teacher, possibly a new way of working," says Anne Jones, the introducer, in programme three. "And seven-year-olds can be overwhelmed by this as first and scared to ask if they do not know exactly what to do..."

The implications of this statement, especially for parents in urban areas, are not unexplored. In the same programme, James Hemmings' contention that 20 per cent of children are naturally intelligent and will work hard at academic subjects despite the lures of sex, motorbikes and football, while the other 80 per cent will be uninterested in anything without a practical application to their own lives, goes unchallenged. Where does Mr Hemmings get his figure of 20 per cent? No comment is made, or explanation offered, in the

Briefings

Radio and tv

The First Years of Life (Sunday, 10.10 VHF4, Thursday, 10.35 BBC2) The Open University's contribution to our knowledge of babies continues with "Baby Talk" on Sunday. "Clust", on Thursday, illustrates the first conflicts between parents and baby.

The Pre-School Child (Sunday, 10.55 BBC2, Friday, 11.30 VHF4) Parents see the importance of the young child's participation in "Going Shopping" (Sunday) and are encouraged to let the child speak for itself in "You Tell Us" (Friday).

Dressmaker (Sunday, 13.25 BBC1) A repeat of this successful series. Ann Ladbury demonstrates basic dressmaking.

Behind the Scenes (Sunday, late night BBC1) Secret Army director Kenneth Ives is shown directing Belgian extras and rehearsing a stunt sequence.

The Home (Monday, 11.05, repeated Thursday, 19.45 Radio 4) How to find heads capable of running lumpy and effective schools. Brian Groombridge, Director of London University, Department of Extra-Mural Studies, in discussion with a number of heads and other educationists.

The School Years (Monday, 19.00 Radio 3) An analysis of adolescent rebellion. How much is it provoked by adults and how much a natural step towards adult life?

Masters at work

Leon Arden on chess

The *Master Game* BBC2, Wednesday

What a pleasure when imagination receives its just reward. The annual television chess tournament, *The Master Game*, has proved so successful that now, in its third year, it is being televised to all of Europe. The first prize of £2,500 is a vast improvement on last year's £250. Perhaps better still is the appearance as a competitor of the Soviet World Champion Anatoly Karpov, whom Radio Times rightly calls a "living legend of one of the great chess players of our time."

Obstacle course

Sue Lynas reviews a film on abortion

Of every six women who apply for a National Health Service abortion two are refused and one has the pregnancy terminated after the sixteenth week. At this stage the operation is often dangerous.

The British Pregnancy Advisory Service has made a film denouncing the hurdles which women must overcome if they seek an abortion, and arguing for reform in the National Health Service.

The *Abortion Obstacle Course* follows the luck of four women seeking a National Health Service abortion. The film makes the setting of a television quiz game complete with *Wheelie* organ and an abnormally booming quiz master. The object of the game is to win an abortion within the first 12 weeks of pregnancy.

For schools

How We Used to Live

How We Used to Live (Monday, 9.47, Thursday, 11.30 ITV) Eight to 12-year-olds see the changes brought about by the Great War. The family in Salford Street is splitting up, but all feel optimistic at the news of the "Armistice".

Springboard (Monday, 11.20 VHF4) The story of "St Nicholas" for seven to nine-year-olds. In France for fourth-year students.

Twentieth Century History (Tuesday, 10.25 BBC1) Archival film and eye-witness information on "Stalin and the modernization of Russia". For 14 to 17-year-olds.

Figure It Out (Tuesday, 11.05 VHF4) Christmas activities for seven to nine-year-olds: making paper snowflake patterns, Christmas trees and a Father Christmas chain. Mathematical shapes include triangles, tetrahedrons, circles and squares.

A Job Worth Doing? (Tuesday, 12.05 Friday, 11.30 BBC 1) What kind of education and training is offered in the Basissia Studies department of the local college of further education? Two students on day-release are studying for the ONC in Public Administration; a third is doing a full-time ONC business studies course.

History in Focus (Tuesday, 14.20 VHF4) "Prague 1968" is recalled for 14 to 16-year-olds through the reminiscences of young Czechs who left after the Russian invasion.

Stop, Look, Listen (Thursday, 9.30 Friday, 11.30 ITV) Seven to nine-year-old slow learners visit a site to see "Builders and Cranes" at work.

Catalogues

The Central Film Library, the world's oldest library of educational, industrial and general information films, has produced a new catalogue containing information on 1,400 16mm films and videotapes. One hundred and fifty of the titles have only just been released. Many of the films are available on free loan and the rest can be hired at very low cost.

The old separate copies of "main" and "industrial" catalogues have been combined in the new text which contains a brief (average 100 words) description of each film. The library has sifted through its collection and weeded out those which were out-dated or no longer useful.

The catalogue costs £1 post free and can be obtained from The Central Film Library, Government Buildings, Bromyard Avenue, Acton, London W3 7JB.

Letter

'Apaches'—a testimonial

Sir,—Last week we showed, in lieu of assembly and in two sessions, the film *Apaches*, recently advertised and reviewed in *The Times Educational Supplement*, to the 300 children of this primary school.

It was disturbing, frightening and moving, upsetting to some children and teachers, yet so sensitively produced and reviewed that a simple cast of children that by brilliant propaganda made the violation of modern coke oven plant; Energy in Perspective from BP, which speculates about alternative sources of energy in the next century; and an introduction to *Atomic Electronics* from the National Coal Board which provides information on simple electrical circuits.